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ABSTRACT

A study was conducted to provide guidelines for the military and civilian communities to aid in establishment of quality extended-day child care programs. Questions addressed in a review of the literature included the following: (1) Is extended-day child care needed in the United States for both military and civilian populations? (2) Is quality extended-day child care available now? (3) What models are presently in use in foreign countries? and (4) Do financial conditions encourage or hinder the growth of extended-day child care centers? Research, involving visitation at three civilian extended-day child care centers in the Detroit and Ypsilanti areas of Michigan, was conducted to assess the need for such programs, the type of program offered, financial aspects governing center operations, and professional comments on current problems of extended-day child care centers and the future growth of such centers. A survey of military parents of children under 6 years of age was also undertaken to determine need for an extended-day child care center, the kinds of extended-day child care programs preferred, and financial considerations. Findings are briefly discussed; related materials (including the United States Department of Labor's overview of federal legislation on day care) are appended. (RH)

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QUALITY EXTENDED DAY CARE: ITS NEED AND IMPLICATIONS FOR FUTURE GROWTH

Presented to
the Faculty of the School of Human and Educational Services
Oakland University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching in
Early Childhood Education

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April 1983

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TABLE OF CONTENTS

Page

CHAPTER

I INTRODUCTION 1

II REVIEW OF THE LITERATURE 6

- The Need for Extended Day Care in The United States 6
  - The Civilian Community 6
  - The Military Community 14
- Is Quality Extended Child Care Available Now . . 18
  - Developmental Areas 19
  - Staff and Parents 23
  - Staffing for Late Night or Twenty-Four Hour Care 25
  - Current Findings of Existing Quality Extended Day Care Centers 26
- What Are the Effective Models in Foreign Countries 33
  - Cuban Day Care 33
  - China 35
  - Israel - Kibbutz Child Care 35
- Financial Implications for Growth of Extended Day Care Centers 38
  - Government Funding 39
  - Employer Funding 41
  - Military Community 44

III PROCEDURE OF STUDY 47

- Visitation #1 48
- Visitation #2 51
- Visitation #3 53
- Extended Day Care Survey of Military Parents . . 57

IV CONCLUSION AND RECOMMENDATIONS 61

BIBLIOGRAPHY 68

APPENDICES 75

CHAPTER I

INTRODUCTION

Can extended day care, that care which is over twelve continuous hours provide quality care for the young developing child? This question is becoming of utmost importance due to the changing roles of the American family and the economics of supporting the family. With all of the anxieties, worries, and pressures confronting the parents to meet the needs of the children, many times they, the children, are not given the quality care outside of the home that the parents hope for. This increases the parent's stress level and decreases the optimum nurturing of the child which is so critical between birth through five years old.

Extended day care is needed primarily for single parents, those who through divorce, desertion, widowed or who are unwed need child care while working and/or are participating in an educational program. Often this requires more than the usual eight to ten hours per day of being out-of-the-home. If quality extended child care can be offered, the single parent has more of an opportunity for upward mobility and, in turn can afford better care for the child.

The necessity of both parents having to work has become a national economic reality, and the forecast for the future is showing that an even greater number of two working parents will continue into the twenty-first century. The problem of two parents working is that hours may overlap, jobs/assignments may take them away from the community for long periods of time and other activities may demand their time in the evenings.

The women's liberation movement which expanded in the 1960's brought a new perspective to child care. The mother's role as primary caregiver began to be shared with others as she ventured to find a "more self-fulfilling role" hoping that the "quality" not "quantity" of time spent with the child would suffice for her absence from the home. This hope was also projected on the day care center or on whoever was chosen to be the caregiver. Another major reason for the need of extended day care is the geographical relocation of families separating from other family members. The nuclear American family with relatives living in close proximity is no longer typical and relatives are not available as caregivers for emergency care.

If extended day care is necessary, it must meet the needs of the child developmentally (emotional/social, language, physical and cognitive) and not be just for the benefits of adults who need to be employed. Rather, extended day care must be a supplement to the family. For too long, government and private sponsored day care have not come to grips with the crucial need for "quality" care as a national concern. The future of our young children is now and it is the duty of educators and researchers to find the most acceptable guiding principles for quality child care whether it be part-time, full-time or extended time.

The concerns of quality child care began centuries ago when Plato wrote that what is received into a young child's mind becomes indelible and unalterable. His goals were to train the ruling class and to free them from the demands of child care, but his recommendations for nourishing the young minds as well as the bodies were not put into practice, thus child care became custodial, not developmental. As early as the 1830's child care in America became truly professional - that is many great child care workers were committed to something beyond their own status and comfort, self-sacrifice and professional commitment were both often given.

As we entered the 1900's with World War I and World War II, child care reverted back to custodial care for primarily economic reasons of the country and the family, while European countries developed child care. Now in the 1980's due to the lack of legislation in the 1960's and 1970's, we are feeling the need for quality child care.

Three areas of concern in extended day care to be presented in this research paper are the following: (1) Developmental care; (2) Professionalism of day care center staff; (3) Financial aspects. As professionals in child care, we are caregivers to each child. Newman and Newman (1979) has noted "that a caregiver is any person who is performing a large portion of child care activities and who expresses warmth and affection toward the child." The more hours a day a child is given to child care, the more the child will tend to identify and imitate the caregivers; therefore, we must be aware of our responses to the needs of the child. The primary needs being that of emotional/social, language, physical and cognitive growth and the attachment of the mother to child and child to caregiver.

The current status of child care workers is undergoing scrutinization from national, state, and local organizations promoting research on the issues of credentialing, accreditation and licensure in both the private and public sectors. The financial aspects for both the day care center staff and the parent is perhaps of the most concern in the consideration of alternatives to child care for these two groups. Ideally, financial consideration should not be a problem in finding quality day care but it is. Parents on welfare, or who make the minimum wage, are often subsidized for child care, but families of middle-income can pay up to twenty percent of their income for child care. Another realization is that "quality" child care can, and often does, demand higher fees. Ideally, "quality" should be universal regardless of the fee for child care.

The purpose of this research will provide guidelines for both the military and the civilian communities. The United States

Armed Forces is especially in need of extended day care because of the greater increase in single military parents and work situations where both parents are not available due to alert duty status. The right for military women to have children has become an issue in the military. Vice Admiral James D. Watkins (1977) has stated "that child care is not 'day care' but must be available on a twenty-four hour basis, but we do not have sufficient information to support changing any assignment policies or developing new facilities." It is hoped that new military regulations through the Child Support Services based in Washington, D.C. will be formulated to provide better care for military children.

The civilian community will also benefit. For example, employers in industry may find avenues of providing care for their employees' children through extended day care. What employers are already involved in child care? What are their motives? Is it quality care? These issues will be addressed.

The questions to be researched are:

1. Is extended day care needed in the United States for both military and civilian populations?
2. Is quality extended child care available now?
3. What are the models in foreign countries?
4. Do financial aspects encourage or hinder the growth of extended day care centers?

This research that applies to quality care in extended day care centers is universal for all child care.

CHAPTER II

REVIEW OF THE LITERATURE

Auerbach (1979) states, "The late Margaret Mead wrote last year that:

> The day of the extended family is over. That leaves the traditional nuclear family up a rocky, pitfall riddled creek. Nobody has ever asked the nuclear family to live all by itself in a box the way we do. With no relatives, no support, we've put it in an impossible situation. We need to re-establish the supports for the nuclear family, to re-establish the community and that has to be one on a nation and world scale. It's too complicated just to be done locally." (p. 18)

Extended day care is one of the many vital support systems that is needed in the community for families. In presenting the following research, it is necessary to state that extended day care will be limited to meaning a child care center or day care center which is a facility other than a private residence that provides more than twelve hours of continuous service for children from birth through five years of age.

THE NEED FOR EXTENDED DAY CARE IN THE UNITED STATES

The Civilian Community

According to the U.S. Department of Labor (Perry, 1982), the following statistics are available on working parents:

1. By 1982, 50% of all mothers with preschool children were in the labor force.
2. 8.5 million children of working mothers were under six years of age.
3. There are less than one million slots in child care centers
4. Weinstein (1983) states that more than six million children are in family day care homes.

Also, due to the increase in the divorce rate there has been a 45% increase in the number of children living in one-parent families which is an increase from 12% in 1970 to 20% in 1981.

With the 1980's women entering the labor force is expected to continue increasing with the number of children increasing by 23% due to the baby boom. The number of children under six years of age in 1980 was 19 million, by 1990 there is expected to be 23 million under the age of six. Caden (1982) states that "10 million preschoolers' mothers will be working."

As of 1980, the Ford Foundation reported that of working mothers: (1) 49% of the youngest children were between ages three and five; (2) 35% of the youngest children were under three years of age.

Another category to be concerned with is the growing number of "motherless families." Schlesinger (1978) states, "The latest American data indicates that there were 450,000 single-parent families headed by men in the United States in 1976." (p. 12) Informational studies show that more men are being given custody of their children as in 1960 there were 87,000 male-headed families (no spouse) with children under age six and had risen to 188,200 in 1970.

The preceding figures represent the national growth of children under six years of age and the percentage of those children whose mothers and fathers work as single parents. Although the number of children in day care are not separated into types of care needed, Roby (1973) states, "Child care at the right hours for the right length of time is obviously critical. Probably at least a fourth of all working parents now make multiple arrangements." (p. 115)

Extended day care hours could take the place of the "child care package" which involves four to six types of care a week for a child. This package is, as Carro (1982) states, "A practice that worries many child-care specialists." (p. 70) Once you have solved your child-care problem, you have to keep on solving it.

The need for extended hours is further indicated by the San Diego and Vermont Studies showing that over half of all arrangements occurring at least in part outside standard working hours. Roby (1973) also states that 'millions of parents work only on swing, graveyard and weekend shifts, nights or overtime in America's restaurants, stores, factories, and offices when the daytime staff leaves with few child care centers or family day care programs available for these families. Their only alternatives are to leave their children alone or in informal arrangements."

Parents must recognize the necessity for child care and availability in making their family planning decisions. Flemming (1981) states, 'For some women, continuing their progress out of poverty to independence is seriously impeded by this obstacle to opportunity." (p. i). This is do to lack of adequate child care services and the Federal policymakers to examine the issue carefully. Women will work whatever schedule is necessary to meet the child care demands but there is little flexibility in adjusting the employment situation to the needs of the children. As noted by Flemming (1981), 'Most studies have ignored the double bind situations that face many women; they cannot afford child care unless they have a job, but they cannot get a job unless they have child care." (p. 10)

For the following reasons, lack of child care or inadequate child care prevents women from:

1. Participating in the labor force.
2. Participating in federally supported education and training programs.
3. Devoting the amount of time they need to employment or education.
4. Being able to take advantage of job promotions or training necessary for advancement.
5. Performing their best ability to work.

Examples of the need for extended day care in these areas as reported by Flemming (1981) are the following:

1. Laura Lein of the Wellesly College Center for Research found that most cases child care was a major factor in determining women's job options. Women found that they could only work when husbands didn't so that he could take care of the children in two parent families.

2. Burlage found that single mothers were refusing promotions and better paying jobs and being unable to attend school because they could not find adequate evening child care. Many mothers had to quit school or drop class load as their grades suffered.

3. A 1978 survey of undergraduate/graduate students at Portland State University in Oregon found a similar pattern among women with children - 3/4's of all parents who had dropped out of school for a term or more indicated that they missed an average of 1.7 terms each due to child care problems. Over 58% reported dissatisfaction with child care arrangements, and 1/3 would be able to increase course load if problems were resolved.

4. Mary Smith could not find evening care for three children - two, five, eight years of age - therefore she could not advance in her job in an insurance firm because she could not attend a real estate law course as her husband, a fireman, worked on a rotating shift and could not always be home in the evenings.

5. Cheryl Petska in 1978 became the first woman State Trooper in Virginia, she was ordered to report for a two week duty in the coal fields four hundred miles from her home. Because she was unable to find overnight care she refused the assignment, hence she was fired for "insubordination." Her husband is often called on out-of-state assignments at a moments notice as an undercover narcotics officer and is not always available at night for child care.

6. The 1980 De La Cruz Case, the real significance of this case is that schools and colleges will look seriously at child care as a means of providing equal educational opportunities to women. Agreement

was reached that San Mateo Community College of California was to seek funding by both the public and private sources for child care for all campuses.

7. Mothers under WIN (Work Incentive Program) found objections to center care being based on inflexibility of hours, and even if mothers could continue after their WIN training, child care continuation remained critical to women's success in the job market."

The National Organization for Women make child care part of their platform identifying child care as one of the crucial needs for employed/unemployed women. As examples above show, extended day care is needed. Perry (1982) has indicated that "there are almost no community centers providing evening child care." Therefore, lack of child care can restrict women from participating in Federal employment training programs, and Federally supported education programs such as the Adult Education Act (1972), the Vocational Educational Act, and the Women's Educational Equity Act of 1974. It has been a Federal goal since the 1960's to provide equal opportunity for women in employment and education but lack of adequate child care has become a fundamental obstacle to equal opportunity for women.

The Charles Stewart Mott Foundation in Flint, Michigan (Flemming, 1981) states that "vocational education must provide child care services to increase the participation of women and to allow them to complete their job training." Because of the need for child care, women routinely drop out of school or the labor force or pass up opportunities for advancement; poor women are kept poor; women are disenfranchised from job opportunities and benefits.

Flemming (1981) has noted, 'Presser and Baldwin's own analysis on census data from June 1977 yield the following: many more mothers with children less than five years of age would be working or working more hours if suitable child care were available... it is generally women who are most in need of employment who are most likely to report that the unavailability of satisfactory child care at a reasonable cost affects their labor force participation: the young mother, the black mother, the non-high school graduate, and those with family income of less than $5,000." (p. 10)

Single parent fathers of young children also are affected by lack of extended day care. Schlesinger (1978) reports "that the single parent father's dilema is that economic efficiency is given so much priority in our society that it is difficult to imagine an American father neglecting his job or refusing a promotion out of deference to the needs of his children." (p. 17) Employers and co-workers often do not understand their needs as single parents, and taking care of their children can be a real conflict with work. Single parent fathers also need flexible work hours and flexible child care services.

Employers that have provided child care services have reported many benefits for both the parent and the employer. Perry (1982) reported the following:

1. "Increased ability to attract employees
2. Lower absenteeism
3. Improved employee attitude toward sponsoring organization
4. Favorable publicity about the employer due to articles about center
5. Lower job turnover rate
6. Improved employee attitude toward work
7. Improved community relations." (p. 5-6)

With good quality, reliable child care provided, employers. find that they have more reliable and happier parent employees.

Even if the total national need for child care cannot be known for sure, it is evident that different types are needed. According to Flemming (1981), "Although there are no national figures on the amount of evening care being provided or needed, reports from the Child Care Information and Referral Services such as San Francisco's Child Care Switchboard, indicate that such care is in demand." (p. 15) These I&R Services, twenty-nine in the State of California already, are a beginning in helping parents who have difficulty finding child care that they can afford, that covers the right hours, and that is suited to their children's needs.

The Military Community

Hunter (1978) quotes:

> "Over the last decade, the military has shown itself to be increasingly subject to the same trends and pressures as the society-at-large. With the decline in an insulated environment, changes in social values, laws, and family norms are being felt more and more by the military personnel." (p. 55)

With the phenomenon of single parent fathers and the Department of Defense's decision on June 1, 1974 to no longer demand the involuntary separation of women for pregnancy and parenthood from the service, more single parents have evolved in the military. (In 1975 revised policies of the 1974 decision required that a woman must have certification of pregnancy and must request retention or release from active duty.) Hunter (1978) states, "If she desires to stay in the military, she must satisfy the designated authorities that among other things, suitable arrangements have been made for the care of the infant." (p. 87)

Child care is one of the concerns which can more quickly become critical if the parent must leave home for temporary duty, or training, or the development of a unit, also for the parent who is assigned to rotating shift work, such as watches in communications or operational centers, child care must be made available. According to Hunter (1978), "(1) Opportunities to get help or support may be limited by lack of adequate child care. (2) Provisions should be made through child care services or the extension of present child care to cover working hours of single parents. This should also be made available for evening and weekend activities." (p. 101) Carolee Callen of the Naval Military Personnel Command in Washington D.C. (in telephone conversation of March 4, 1983) also expressed the need for twenty-four hour need at naval communication stations.

The following statistics show the number of single parents and/or children of single parents in the armed forces:

1. Air Force: Captain Rogue (1983), Air Force Manpower Personnel Center (telephone interview) stated "that as of December 31, 1982 there are 4,463 men and 3,329 females as single parents for a total of 7,792 in the Air Force."
2. Navy: Carolee Callen (1983), Naval Military Personnel Command (telephone interview) stated on March 4, 1983 "that there are 4,500 single parent families."
3. Army: Beck (1980) states "that there are 18,000 single parents with over one half of the children under five years of age."

Single parent fatherhood is on the increase both in and outside of the military. Hunter (1978) states, "In 1976 in the United States, there were approximately one-half million fathers rearing 710,000 dependent children." (p. 88) Courts are now granting custody to more fathers in the military because of the increasing availability of support services to single parents, this is especially true in the child care area. Before this, only the affluent fathers were able to insure a healthy and secure environment for their children. It is necessary for the military to understand the strengths and stresses experienced by the single parent father so that more appropriate family policies can be established, knowing that he, too, faces many of the same strains of managing occupational and family responsibilities as so frequently mentioned in employed mother literature. Hunter (1978) has stated "that a plea for more child care services after school, in evenings and on Saturdays was echoed by both (military) single parent mothers as well as single parent fathers."

The U.S. Department of Defense operates more child care services for employees than any other employer in the United States. The figures on children under age six in day care centers is not broken down in all statistics and the number and types of programs will vary with each military installation; however, they i[illegible]ude full-day care, part-day care, hourly care, family day care and before/after school care, and some evening/weekend care. The number of children participating are the following (Perry, 1982):

1. Army: Has 281 child care programs at 162 installations with space for 23,000 children at one time.
2. Air Force: Has 123 child care centers at 101 installations with 11,000 in preschool programs.
3. Navy: Has 78 child care centers at installations providing care for 12,000 children daily."

According to Hunter (1978), "In order to know what is going to be needed in the 1980's, Admiral Zumwalt has stated that research must be repeated and ongoing in order to measure the impact of the changing times and the environment on the family.

At present attitudes toward the family as an institution are ambivalent in both civilian and military settings, with decisions yet to be made as to whether the family is a liability for any organization, civilian or military, or an invaluable morale agency which is well worth the expenditures and emotional supports required." (p. xi) Such areas as family support and benefits are difficult to quantify and assess, but with good, solid, well constructed and properly coordinated research to find data it is possible to defend the programs.

One such research study was conducted in 1980 by the Air Force. Schmalzried (1983) reported "that several Air Force members had suggested that wenty-four hour child care was needed since some Air Force members work evening and midnight shifts." The test was conducted at two bases, one in New Mexico and one in Germany. The results of the test will be reported in "Is Quality Extended Child Care Available Now?" of this chapter.

Finally, there are several reasons why military policy should be directed to the single parent in the military community.

1. With the all volunteer military, the military must compete with the private sector which is often more understanding of personal circumstances.
2. The "quality of life" is becoming of more importance especially to the single parents who do not get support from the military.
3. With good resources for support services and benefits, more fathers will be assessed as being capable of providing primary care for their children in the courts.

IS QUALITY EXTENDED CHILD CARE AVAILABLE NOW?

Brazelton (1982) states:

> "The goal of day care should be to strengthen the family and to provide a model for nurturing and for bringing out the best in the child - the best learning patterns as well as social development." (p. 56)

Quality extended day care can truly be an enriching experience in which the program in the day care center is the total experience the child has from the time he enters until he leaves. According to Provence (1977), "The development of a child is a complex, dynamic interactional process in which the child's inborn characteristics and the many experiences that comprise his environment continuously influence one another." (p. 4) The physical, social/emotional, language and cognitive aspects are all included in the child's experiences along with the staff and parent interactions.

The human child has a specific timetable for the maturation of his inborn bodily and mental systems which makes each child unique as he has his environmental experiences. It is the interactions with the adults who nurture him that has the greatest affect in his development.

In defining what a "quality" center is the following four areas of development should be considered, and the staff/parent relationship to the child. Results of studies shall also be presented to show how quality center care supports the development of the child.

Developmental Areas

Social/Emotional. Watkins (1982) states, "(is) the process by which children acquire the beliefs, behaviors, and values deemed significant by other members of society." (p. 169) This area of development is one of the most "fiercely" debated issues in child care. Many studies have been done on the effect of substitute care in social behavior and the results have been favorable. O'Connell (1983) states, "At the very least, no consistent, adverse effects were noted by any investigator, and, in fact, some reported that children in day care were more skilled socially." (p. 67) Another author (Etaugh, 1980) has also found "that the results of studies using a variety of measures indicate that the overall social-emotional adjustment of children who have experienced non-maternal care appears to be as favorable as that of home-reared children."

In facilitating the maturation process, day care centers can provide opportunity for discovery learning and problem solving, and verbal exchange through nurturing curiosity and exploratory play. Preschoolers, especially, need play time which is facilitated by the caregiver or teacher. It can be social play or sociodramatic play where children can pretend or fantasize alone or with others. It promotes use of language, cooperation, problem solving, and understanding of other's feelings and behavior.

Watkins (1982) has noted two findings of toddler studies that show that "(1) toddlers in community based day care exhibited a significantly higher developmental level of play when compared to home counter parts and (2) that early day care experiences with other children do facilitate attachments to peers, who subsequently become bases of support for exploration and play.

Infants also need to learn social skills and they need living, giving models so that they, too, can learn to become givers themselves. Rubenstein (1979) states, "Our data suggest that there are infants who benefit from day care in terms of being able to interact effectively with peers and other adults." (p. 23)

Attachment is one of the most important concerns in the social-emotional development of day care children. Watkins (1982) states, "Attachment has been defined as the affectional tie that a child forms with another individual"(Bowlby, 1969). (p. 1970) Therefore, it is a primary concern surrounding the study of "quality" day care programs for young children due to the repeated daily separations and exposure to substitute caregivers.

Infant attachment is the most important psychological need after physical care and comfort are secured. Positive bonding by a main caregiver provides the baby with emotional security and energy for exploring and learning, and also helps to develop future positive emotional development.

The period of most anxiety from separation of parents occurs around early in his second year as he is beginning the stage of autonomy and independence yet realizing his own helplessness. Therefore, the day care staff must be aware of the child's vulnerabilities and needs as he interacts with the environment as they plan and carry out programs for the children.

A crucial issue in attachment is whether or not the natural bonding between child/mother is weakened by the caregiver/child attachment. Through studies conducted, O'Connell (1983) states, "Although children were placed daily in a secure environment with a substitute caregiver, the naturally occurring bond between mother and child was not disrupted or relinquished to the caregiver." (p. 65)

Cognitive. Cognitive theory is associated with Piaget in that the child "acts on the environment." Because children learn physical knowledge through understanding the physical nature of his world that is the environment, the laws and principles of cause and effect, of permanence of objects, of number and quantity, of relationships, and concrete experiences, the day care setting should provide a helpful environment for cognitive growth. Social collaboration and communication with each other also helps to strengthen cognition.

The intellectual growth of children in day care has been a concern of parents even though it should not be considered as a preparation for public school. Studies have shown, however, that quality day care does enhance the cognitive growth of children from all backgrounds. Smith (1981) has reported "that children of lower class black and white children show an increase in I.Q. development quotient from a stimulating day care setting.

The latest findings (O'Connell, 1983) reveal exciting news that children who attended day care were more likely to succeed in our society as they reached adulthood whether they were of low, middle, or upper-middle income families; and that fewer children were placed in special education or retained in lower grades."

A "Report for the 1982 Southern Governors' Conference," has published a study on the follow-up of preschoolers up through age nineteen showing the educational/employment findings of these children (see Appendices).

Language. According to Smart (1978), "The child must hear language if he is to operate on it or be taught by it." (p. 109) Speech is very important in helping the infant and young child find out more about who he is, how he feels, and what he is doing. Since young children are not always able to communicate what he "means," caregivers need to pay attention to the comments made by the child, and, then, simultaneously describe and label the actions. A one-to-one conversation with children is important in clarifying children's uncertainties, confusions and misunderstandings.

The level of a child's language development is related to the "quality" of staff talk. Honig (1982) relates, "Very significant correlations were found in studies by Tizard (1972) between both the frequency of informative staff talk, the frequency with which the staff answered the children, and the language comprehension scores of the children." (p. 63)

Physical. Physical care is utmost in the minds of the child and the parent. It is a tangible demonstration of interest and concern. A child's sense of identity and feelings of self-worth are deeply rooted in his awareness of his body. In seeing himself and others cared for a sense of empathy also develops.

The early years are ones of exploring, being curious and active, the young child has a sense of autonomy and initiative; therefore, the physical environment is paramount. It enables a good staff to carry out good programs for children. Physical space allows a child to initiate motor activity, such as running, climbing and jumping, which is essential in development and learning. Provence (1977) states, "The child's acting upon his environment is one of the processes through which physical, intellectual and psychosocial development occur." (p. 83)

Children also need space for quiet times, especially infants, a place away from the stimulation of the group. Outdoor play areas are also recommended for playing outside whenever possible.

Staff and Parents

Peters (1981) relates:

> 'One issue on which there is unanimous agreement by all researchers is that the staff of the day care center or service is the single most important determinant of the quality of care provided (Grotberg, 1971)." (p. 3)

The staff can be thought of as a "second family" - one that supports the natural family. The staff is so important in developing a relationship with the parent which is essential to the effectiveness of the day care service. Trust must be developed before the parent/staff member can talk about feelings and needs. If possible, the parent and child should visit the center together. This will give the child more confidence in attending the center if the parent has approved of it.

The day care staff, itself, must go through a developmental process in working out their problem areas so that they may work effectively as a group. Communication is a MUST! Provence (1977) states "that the developmental process of the staff requires the following:

1. Knowing that human relationships are of crucial importance in the development of the child.
2. Knowing that parent-staff relationships are a major determinant of effective day care programs.
3. Knowing that the relationship among staff members creates an atmosphere in which work is either facilitated or impeded."

Grouping and caregiver/child ratios are also very important. Ruopp (1979) indicates "that the National Day Care Study states the following statistics for recommendation:

Groups: (1) under two years of age: six or less
(2) two to three years of age: twelve or less
(3) three to six years of age: eighteen or less

Caregiver/Child Ratio:

(1) under two years of age: 1:3
(2) two to three years of age: 1:4
(3) three to six years of age: 1:9"

It was found that smaller groups were most important and contributed to children making greater gains measured in intelligence, creativity, play and cooperation.

Another important factor in enhancing day care will be to resolve the amount of quality and degree of education a caregiver should have. It is important that workshops and inservice training be given to caregivers and that teachers have training in early childhood education.

Staffing for Late Night or Twenty-Four Hour Care

The responsibilities of the night child care worker are primarily to insure the safety and facilitate the sleep of children and to note any problem areas. In the transition between the day's activities and bedtime, it is important to provide nurturance and discussion of the day's events in order to maximize the potential for a restful sleep. Sleeping arrangements should not resemble institutional care but rather be broken down into private or small group sleeping areas.

Although care is available twenty-four hours per day, each child stays approximately eight to ten hours, therefore the program is still considered day care rather than a residential facility. In staffing, teachers and aides should work permanent shifts rather than rotating in order to provide good communication and consistency, and to provide consistent quality care. There should be emphasis on self-help activities and a free flow of cooperative experiences and activities in a family-like grouping.

Current Findings of Existing Quality Extended Day Care Centers

Civilian Community. Perry (1982) states, "Almost no community centers provide evening child care..." (p. 12) In Michigan, (The Michigan Child Care Task Force, 1983) also states that very few (child care centers) are open during evening or night hours." However, statistics (Perry, 1982) show that at least one hundred and sixty-nine centers are now sponsored or supported by the employer in the United States. In a recent National Survey of Working Women (80,000), (Perry, 1982) the following statistics show:

1. One-third of women reported that child care continued to be a problem.
2. Thirty-six percent of women reporting child care needs were of professional, managerial and technical workers.
3. Twenty-nine percent of women needing child care were in clerical, sales, service, and blue-collar workers."

As to how and when employers will be able to meet the needs of child care for their employees is still unanswered. But, according to Perry (1982), "The high number of recent conferences, fifty, is in sharp contrast to the ten year period 1968-1978 when only two conferences on employer-related child care services were reported in the literature." (p. 4)

Weber (1979) has stated "that most companies since the late 1960's have closed day care centers due to being economically unfeasible for single employers to operate." The employers have tended to go to the community orientated centers where they can lend expertise, purchasing and smaller portions of financial hlep. However, as originally stated, very few community centers provide evening or night care. "The New York Committee on Work Environment and Products (1980) did state that findings found that the centers that remained open by employers were characterized by better quality programs, employer supports and other subsidization."

Very little has been found in searching the literature on extended day care programs now in existence by employers. Sitomer (1981) states "that very few companies want to be first in day care as pointed out by Dean Henry Morgan of the Boston University School of Management."

In a survey of State licensing day care centers, and military officials to identify employer sponsored day care - of one hundred and five civilian - (Perry, 1980) states the following for children ages three to six with 64% providing infant care:

Open for Two Shift Work

1 industry center
1 government center
43% (of 44) hospital centers

Open Seven Days a Week

1 government agency center
43% (of 44) hospital centers

The quality of the programs (whether developmental or not) was not stated.

Examples:

1. PCA, Mathews Color Portraits, Matthews, North Carolina (Weber, 1979)

   Day care was provided for employees, 960 out of 1200 were women

   Age Limit: Birth to six years of age

   Open: Five days a week, two shifts 7:30 a.m. until 12:30 a.m.

   Ratio: 1:4 for infants
   1:14 for other children through five years of age

   Cost: $23.00 per week for one child
   $19.00 per week for 2nd child
   $16.50 per week for 3rd child

   (The child care center received a 50% subsidy)

2. Memorial Medical Center Day Care Center, Corpus Christi, Texas - opened 1976 (New York Committee on Work Environment and Products, 1980)

   Day care provided for 67 children

   Age Limit: six weeks to twelve years of age

   Open: 7:00 a.m. until 11:00 p.m.

   Staff: eleven full-time, one part-time
   Director - child care specialist

   Program: Developmental

   Cost: $7.50 daily for infants
   $6.50 for two year olds
   $5.50 for three years and older

   The center is hoping that the facilities will be expanded during 1981.

3. Respite/Emergency Crisis Care Center in Madison, Wisconsin (Franz, 1980)

This center began in 1979, caring for over 100 children - 80% preschoolers - in one year of operating. The ages vary from newborns to early teens (older children accepted only on emergency basis). The length of stay has varied from a few hours to two weeks, average stay was twenty-four hours. This program was needed for the following reason, The Wisconsin's Department of Health and Social Services had identified crisis care for children as top priority for the past few years. Now the model in Madison is one of three being tested in Wisconsin with support from the National Center on Child Abuse and neglect. The problem of licensing was solved, it was granted two licenses: (1) day care license (when children stay less than twenty-four hours; (2) a foster care license (when they stay longer).

In order for a client to use the facility, it has to be an emergency (Franz, 1980) states that the center staff formally defines emergencies as the following:

1. Stress situations in which a parent is called out of town, rushed to the hospital or temporarily incarcerated, or times when the intra-family violence requires separate care for children.

2. Another emergency plea is "If I don't get some help now, I don't know what I'll do," which is expressed when a parent is without money, looking for work and a place to live, also for hospital visitations for other members of family.

The center staff also does provide family counseling.

Staffing and funding are the biggest problems, being open seven days a week with full staff began a 'burnout' situation of the staff so the center closed on Mondays and Tuesdays with just two administrative staff members to run the center and care for children and to let the rest of the staff have a break. But, the demand for services grew so rapidly that even with double coverage the center is unable to take every case referred to it and now needs to expand.

Funding is difficult as the fee schedule is based on the client's ability to pay. The Wisconsin Department of Health and Social Services is providing a grant.

The success is due to a trained staff, charitable agencies for funding and listening to the needs of the families.

Extended day care findings from different areas of the United States (February/March, 1983).

1. San Francisco: The San Francisco Child Care switchboard reports only two centers open until midnight.
2. Boston: Cambridge Child Care Resource Center reports at least one.
3. Austin, Texas: Extend-A-Care reports no extended day care for children under six.
4. New York City:
    a. Department of Social Services, Agency for Child Development, reports that there are NO city funded extended day care for children under six.
    b. Windham Day Care Center, Miss Evelyn Sullivan, reports that there is NO evening or night-time extended day care in all five burroughs of New York City.
5. Michigan: Extended day care is provided to migrant workers.

Military Community. Perry (1981) states "that in a survey of two hundred military centers, with 34.5% responding, the following extended day care information was obtained: 7% of fifteen Army centers and 48% of twenty-five Air Force centers remained open for one and one-and-one-half to two work shifts."

There is indication of a trend to improve the quality of day care in the military. The goal now is to introduce developmental components into existing programs, even though their primary function still appears to be a "drop-in-service." Example, workshops such as "Networking for Quality Child Care" for staff training are being held.

U.S. Army: U.S. Army (1983) states, "Child Support Services is the delivery system of programs and options through which the Army provides quality child development services (for both part-time and full-time) which reduce the conflict between parental responsibilities and unit mission requirements and contribute to the overall quality of life for Army servicemen." (p. 2)

The day care centers do not provide late evening (some exceptions for weekends) or night care and no child may spend more than eleven hours of continuous care there with the exception of services in Family Child Care homes which are to be monitored professionally by the Army Child Support Services and promote developmental care. U.S. Army states, "Provision of extended care within the center programs may not be feasible due to budgetary constraints and lack of sustained requirement for service." (p. 8-40)

Navy: As of March 3, 1983, centers, as a rule, do not have evening or twenty-four hour care for children, although some twenty-four hour centers are needed at various Naval Communication Stations. The reasons for not having extended day care are due to the affect on:

1. Day time programs (janitorial and staff)
2. Children as it is not good to be in evening/ night care.
3. Financial loss for day care center.

Air Force: A study in 1980 (see Appendices) by Dr. Beverly Schmalzried to determine the need for extended day care found the following:

1. The use of the facilities during late evening and early morning hours was very limited, averaging less than one child per hour.
2. Both centers (in which study was done) experienced financial losses.

Therefore, the Air Force does not operate any late evening or early morning care. Margaret Lucas, Program Manager of Child Support Services (Army), has stated that the results of this study by Schmalzried have been adopted for all branches of the services. The centers that are open in the Air Force are required to provide developmental care.

In researching the literature for extended day care the results show that little is available, and, as Perry (1980) states, 'Despite increases in the number of mothers of preschool children in the labor force over the past ten years, the sponsorship of centers by hospitals and industries decreased." (p. 2) The military is also faced with budgetary limits, increasing cost, and being able to provide less day care, especially extended day care.

WHAT ARE THE EFFECTIVE MODELS IN FOREIGN COUNTRIES?

Cuban Day Care

Cuban day care is offered free to families with working mothers. It is for infants forty-five days old through age five. The Federation of Cuban Women holds the single responsibility for all preschool programs and provides continuous medical/preventive care, and proper nutrition for all children. Their motto is as Leiner (1974) states, "We work for children because children know how to love, because children are the hope of the world." (p. 32)

Originally the schools were open from 6:00 a.m. to 7:00 p.m. but then as more women entered industry and agriculture, late afternoon and evening hours were offered. After 1966 two important changes took place: (1) day care centers were open on Saturdays (2) a limited number of schools offered twenty-four hour sleep-in care. The day care facility, "Misto" has a mixture of children going home at night and others sleeping in. The "interno" is a boarding school designed for parents who work away from home or are in inadequate housing.

The requirement for working with children was "the personal history" of the experiences of the individual with others. This is because Cuban psychologists believe that personality is a major factor in social learning and that solid, pure loving relationships are most important with aggression and rejection absent as much as possible. Psychologists, Leon and Martinez (Leiner, 1974), established the following four criteria important to children as a basis for hiring staff members:

1. Have solid, positive, consistent, affective relationships between the child and his parents or the person in charge of him.
2. Provide stimulation of independence, curiousity and freedom to play and explore with adequate support.
3. Provide socialization and education through learning based on good affective relationships, respect, and guidance of child's initiative.
4. Be a good pattern, or model, of conduct which allows the child to acquire positive character and reactions by imitative behavior indirect learning.

Cuban educators are well aware of research by Erikson, Gesell, Freud (Anna and Sigmund), Mead and Piaget. Learning is directed, recognizing that the development of logical thought is the primary aim of intellectual growth and that children have strict developmental schemes to master skills step-by-step. This learning is to include the child's physical, mental, and emotional development. (Formal reading and writing is taught in first grade.)

Play is very important for the preschool child and is to be without adult intervention. Leiner (1974) states, 'Play, natural and free, is the key for having Cubans in thirty years who are capable of taking the initiative." (p. 112)

Parents are encouraged to attend meetings monthly with the staff and to use their help in providing a better environment for the child. The day care system wants good child-parent relationships. The staff is also in need of continually being upgraded through training and continuing education.

China

Day care in China provides nurseries (infancy to three years old), kindergartens (three years to six years old) and some boarding schools. These are primarily located near the parents' work places. Parents pay "if they can afford it" and the centers are subsidized by the government, employers, neighborhoods and community units.

The programs are primarily custodial in the nurseries, but, new awarenesses of developmental needs are causing teachers to provide a more stimulating environment for the infant and toddlers.

Today, teachers are, once again, receiving the respect for their profession. More students are able to receive preschool education in teacher colleges and inservice training is being provided within the centers.

Collective teaching (group instruction) is most prevelant, as compared to individualized in the United States, due to the resources available and the conditions in China. High/Scope (1982) states, 'Embracing innovative teaching methods and teacher training techniques and instituting long term research studies will be a challange for the Chinese." (p. 3)

Israel - Kibbutz Child Care

Kibbutz child care is practiced by two to three percent of the Israeli population. Children live in special children's houses under the care of the "metapelet" (caretaker). The metapelet is concerned with the individuality of each child and works with parents to provide mutual understandings regarding the education of the child. Security of needs gratification, trust in his environment and emotional balance are recognized as very important for the young child.

The children's houses have three guiding principles (Marcus, 1972):

1. A permanent physical surrounding.
2. A continuity of the work of the metapelet.
3. A social unit of four to five children.

The house environment is geared to the different stages of the child's development where he can enjoy freedom and movement or quiet areas. Outdoor yards are also provided for free and independent access. Attention is given to all developmental areas of the child as he grows.

Infants as young as four days old are brought to the infant house where the mother is encouraged to spend as much time as possible with the infant as she wishes to establish the primary relationship. After the first six weeks the infant will spend only three hours a day with the natural family. Barko (1982) states, "Even under these extreme circumstances where babies spent so much of their time with a metapelet, children seem more attached to their mothers than caretakers." (p. 97)

The daily routine of children up through four years of age is a home, free, relaxed atmosphere so that the metapelet can attend to the individual needs of each child and fulfill her educational function. Even though the children spend most of the day in the children's house, the parents remain the central emotional factor in the formation of the child's personality. This is done, primarily, through communication and parent visits.

The evening hours should be devoted to quiet play with the family. Parents are to put their children to bed with the metapelet having the final "goodnight" so as to help the parents separate from their children. Continuous supervision of the children's houses at night is done by a watch-woman who visits all of the children under her care for that night before bedtime.

Each kibbutz must have an early childhood supervisor and metapelets are encouraged to participate in educational growth. There is also an education committee who is responsible for all of the arrangements for a new family. The janitor is an "artist for everything." His skills are of highest priority in maintaining the homes to insure that they are well kept and pleasant.

FINANCIAL IMPLICATIONS FOR GROWTH OF EXTENDED DAY CARE CENTERS

Nakamura (1981) states, "The concern with the cost of day care runs head-on into the issues of "quality." (p. 31) As stated in previous findings in this chapter, the principle reason for the closing or cutbacks of extended day care centers (and day care) was mainly due to financial losses especially if programs were "quality" programs. Evening or night care is more expensive usually due to less number of children using the facility.

In providing an extended day care center one must consider the level of child care service to be provided for the "program" cost, and what the "unit" cost (per child) will be. This will determine the parent's ability to pay for the service. According to Flemming (1981), "Family Circle's 1978 survey reveals that more families would use center care if it were available at an affordable price." (p. 14)

The cost of running a center includes the quality level, staffing, and equipment and they are inter-related. Children who stay at day care centers in extended hours need the special care of a quality staff. The children need a developmental program that will provide a "family" atmosphere especially in those hours.

In 1979, the Bureau of Labor Statistics found that the average American family can afford to pay only 10% of its gross family income for child care, but costs of child care is already exceeding this based on just an eight hour day. Funding for child care can be obtained through the federal government, employers and community related organizations which would help to lower the rates that parents have to pay. Sponseller (1980) states, "If experts use 'quality' of care as one criteria in determining need, then national financial support and regulation is usually promoted." (p. 46) If the need is based on "space available" then experts do not see the need for support and regulation. The following areas of support for child care centers will be examined: (1) government, (2) employers.

Government Funding

State of Michigan (example)
Department of Social Services Federal Block
  Grant Funding
Fiscal Year 1982-1983
$4,090 million budget
"Michigan Child Care Task Force," February 1983 (source)

Title XX: The Federal Interagency Day Care Requirements (Part of Title XX) requires that "quality" care be given in order to receive federal funds. The program must be developmental with emphasis on healthy social emotional, intellectual and physical development of children. Through Title XX the centers receive the following: $7.00 per child/per day and $10.59 per day for infants/toddlers (these rates are still the same as in 1978), even though the cost of day care has increased.

Day care has provided families with special needs in the following categories:

1. Protective Services - such as in child abuse or neglect.

2. Health and Social - such as injuries, mental illness, drug abuse, etc.

3. Income Eligibles - (non ADC) for single parent families (or two parent when one is incapacitated). The parent must be employed or enrolled in education or training programs. Income must fall within 56% of State median, parent pays between 10-70% of child care.

4. Training - single low-income parents learning a skill.

5. Migrants - when families are employed away from home.

Title IV-A. This provides child care to parents of low-income jobs who are in education or training programs. Due to a loss of "thirty million" dollars in Title XX funds, Michigan was forced to transfer this portion of day care to Title IV-A which resulted in a loss of day care funds to between 25 and 50% of families. Michigan Child Care Task Force (1983) states, 'Early informal surveys show that many families have been forced to leave jobs and training programs because they could no longer pay their allotted day care money. (p. 5)

4'C's Councils (Community Coordinated Child Care). Michigan sponsors funds for eleven 4'C's through Title XX funds (75%) and (25%) local matching funds. 1982-1983 fiscal year provided $577,800.00 total funding. The 4'C's provide the following services for child care:

1. Information and referral (I&R) for parents, and day care staff training. Child Care in Michigan (1983) states, "The training component of 4'C programs is based on the fact, supported by national findings, that the training of child

> care providers is essential to the delivery of quality child care ,.. and a cost benefit analysis of quality child care conducted by High/Scope of Ypsilanti shows a four to one rate of return on dollars invested in quality child care programming." (p. 8)

2. Services and projects such as free drop-in service for child care.
3. Provides assistance to businesses/agencies for on-site child care for employers.

With the cutback in funding, 90% of 4'C's day care services staff has been terminated making assistance to the clients of the Department of Social Services extremely critical.

Most child care programs in Michigan are sponsored by non-profit organizations because "quality" child care programs are expensive. Many centers cannot provide care for Department of Social Services now because the average cost for care is significantly higher in 1983 than the $7.00 provided (see Appendices "Average Cost for Preschool Care"). According to Michigan Child Care Task Force (1983), 'Michigan lost one billion dollars in federal aid during 1982 as a result of the cuts and changes included in the Budget Reconciliation Act of 1981." (p. 2) Many parents have chosen to stop working as paying for child care was too much of a burden. This has had the greatest affect on child care.

Employer Funding

In times of high unemployment, supportive services are not needed NOR profitable. This is one of the basic problems found in employer-sponsored child care. This affects extended day care facilities as well as for evening and night shifts. The unions may also play a part in financially supporting child care. If the majority of union members are men, the unions may place a low priority on child care and in most cases it will not receive funding. Finding outside funding for employer sponsored child care is another way of providing the service if the communities are able to afford it.

One major concern in providing child care near the work place is finding a suitable place for the center. Verzaro-Lawrence (1980) states, "The costs of renovation may be prohibitive for industry." (p. 8) Knowledge of various tax incentives available to businesses such as options in depreciation and amortization of child care facilities are also important.

Another issue for employers and employees is that of tax credits by the federal government. U.S. Department of Labor (1982) states, "The Economic Recovery Tax Act of 1981 allows increased tax credits to workers paying for child and adult dependent care and establishes tax incentives for employers providing such services for employee use...and also provides that employer contributions for child and dependent care services are not taxable to the employee." (p. 1)

Through this Act the federal government intends to decrease direct support and subsidies to day care centers and provide tax credits for parents and tax incentives for employers. (See Appendices for table of tax credits, "Federal Legislation on Day Care.")

Licensing is a special consideration in the development of day care centers and applies to extended centers. The factor of "high standards" for licensing results in higher costs to the providers whether parents or taxpayers. One aspect that can increase "quality" at not so high a cost is credentialing.

Example: Child Development Associate (CDA)

DCA Credentialing began in 1972, sponsored by the Federal government to help the child care profession to fulfill the need for qualified child care. Klein (1982) states,"...a nationally recognized effort that assures parents that a CDA credentialed caregiver is capable of providing competent and nurturing care to their children." (p. 2) CDA training is funded by Head Start Bureau and is offered at more than 350 training institutions. The assessment and credentialing is provided by Bank Street College of Education. A total fee of $250.00 will be required for 1983-1984 by candidate.

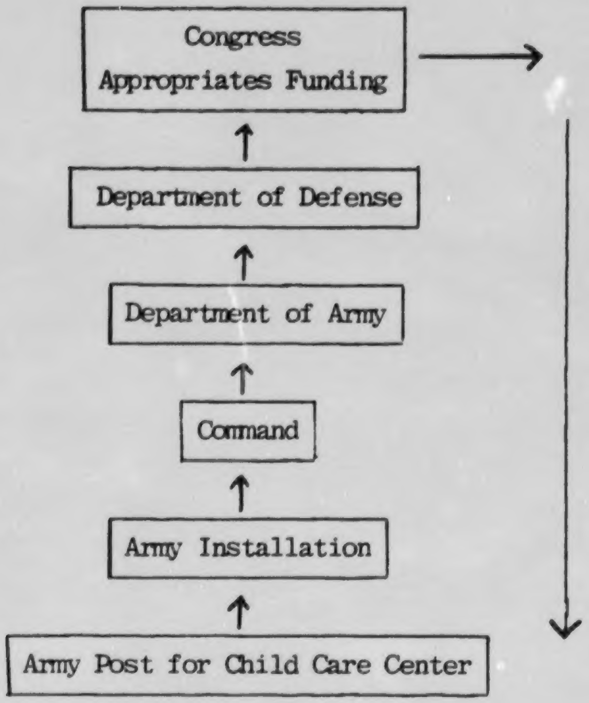
In November 2, 1982, Bank Street College was awarded another three year grant to continue CDA National Credentialing Program in the hope that the CDA Credential service will become self sufficient within three years within the child care profession. Bank Street College hopes to gain acceptance for the CDA Credential throughout the States in licensing standards, for pay incentives to employees and to promote recognition to the general public. (See Appendices for CDA Assessment and Credentialing Activities). The relative low cost for a CDA Credential can improve staff quality and gain licensing for the center which could help stimulate growth of centers for all hours.

Military Community

Licensing is also an important issue in the military and has direct bearing on quality and financial support. Military centers, as a rule, have not had to meet State licensing requirements if they have met the Federal licensing requirements. Now, for example, the Air Force has been mandated to have all child care centers licensed by the State; therefore, they are able to participate in programs such as Title XX and USDA Child Care Food Program which helps cut expenses for the center and the parents.

The Army has about 40 to 50% State licensed and the Army recommends that all be licensed eventually. (With the greatest number of military single parents being in the Army, less financial support for child care and centers are available to them.)

The following is a diagram of how a proposed child care center budget is finally approved:



(Proposed Budget)

The financial need and proposed budget begins at the Army post and is passed upward to Congress, usually losing dollars as it goes through each area of chain-of-command. Congress decides on final amount to be appropriated for all child care centers in Army, for example, and then is passed downward again with the possibility of losing more funding. Nonappropriated funding then will supplement some of the costs for child care centers. Parent fees are required and should represent a 10-20% price advantage over local rates.

As stated in "Is Quality Extended Child Care Available Now?" of this chapter, the Army, Navy and Air Force find it not financially feasible to run late evening or night time hours. Schmalzried (1983) states, "Both centers experienced financial losses as a result of the test (for 24 hour care) fortunately, we were able to underwrite these losses so it did not effect their day time operations." (p. 1)

Since military child care centers must still rely on outside funding from military groups at their post (or base) and parent fees, as well as the appropriated money from Congress they still do not have a secure financial base. It is hoped (and possible), that in the future Congress will appropriate total funding needed for running military child care centers. This would also provide an advantage for re-instituting quality extended day care hours.

CHAPTER III

PROCEDURE OF STUDY

The procedure of study for this research project involves the visitation of three civilian extended day care centers now in existence in the Detroit and Ypsilanti areas of Michigan. The purpose is to assess the following: (1) the need, (2) the type of program offered, (3) the financial aspects that govern the operation of the centers, (4) the professional comments on current problems of extended day care centers and the future growth of centers.

Also, a survey of military parents of children under six years of age was taken to determine if a need exists for an extended day care center, what kind of extended day care programs is preferred and the financial considerations of the parents.

It is necessary to state the following items concerning the visitations and survey:

Civilian Centers

1. The State of Michigan regulates that children between the ages of two-and-a-half weeks and six years of age shall not be in care for more than twelve hours a day in center.
2. The center's financial aspects involving the staff salaries and actual financial status were not volunteered to me as a visitor and, therefore, cannot be shown in the reports. However, an overview of present financial status was given for all three centers.

4. I was allowed to interact with the children and the program during the visit at all three centers.

Military Survey

1. The U.S. Army regulates that no child may stay more than eleven hours a day in center.
2. The survey must not relate directly/indirectly with the U.S. Army child care center in operation on the military base.
3. There is no civilian or military extended day care center operating in the area in which the survey was taken.

Visitation #1

February 21, 1983
2:00 p.m. until 9:30 p.m.

PLACE

Eastern Michigan University Child Care Center
Snow Health Center
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: (313) 487-1126

HOURS OF OPERATION

7:45 a.m. until 10:15 p.m.	Monday thru Thursday
7:45 a.m. until 5:15 p.m.	Friday and Summer Term

LICENSED

By Michigan Department of Social Services by meeting standards of health, safety, space, equipment and staff.

DIRECTOR

Tobi Hanna-Davies
Bertha Thomas - Assistant Coordinator for Evening Care

PURPOSE OF CENTER

For children of E.M.U. students, faculty and staff

AGE OF CHILDREN

2½ to 13 years of age

FEE

$1.35 per hour

PROGRAM

Evening program is from 5:00 p.m. until 10:00
Type: DEVELOPMENTAL (see Appendices, "Child's Profile")
Number of Children Present: 9
Staff on Duty: 5

1. Social/Emotional

   In the evening session the children's ages were from 3 to 10 years. They participated together during dinner time on through the evening activities. It was a family style setting with the older children helping the younger ones. For example, Lisa (age 10) helped serve dinner and played with young children afterward. The children gathered after dinner to sing and dance in a very cheerful, happy setting. With a caregiver/child ratio 5:9 the children were able to have a caregiver's attention when needed.

2. Cognitive

   During the evening a water table, blocks, roller painting and animals (gold fish, gerbils) were available to the children. Three children also played Candyland Game with a caregiver.

3. Language (See Appendices, 'How to Talk to a Preschooler")

   In the evening session the quality of language expression was more pronounced due to the mixture of age groups among the children and the availability of caregivers. A story was read after dinner as all of the caregivers and children gathered to listen.

4. Physical

Care and supervision was present at all times for the children's safety and physical well-being.

At 7:00 p.m. all caregivers and children walked a short distance to the University Gymnasium for one hour of large gross motor activity - such as hoola hoops, big balls, football, running, and dramatic play involving the story of "The Three Little Pigs" which was played on large marked mat areas.

At 8:00 p.m. five older children (with permission of parents) went swimming in the gymnasium pool while the smaller children went back to the Center for quiet time and quiet activities. There is also a playground outside available with all wooden items for climbing, crawling, swinging, sliding and a large running space with a wooden fence surrounding entire play area.

STAFF

The evening staff is headed by Mrs. Bertha Thomas who is presently working on a Master's Degree in Early Childhood at E.M.U. The volunteers work for a semester at a time, for no fee or academic credit. However, the staff (and volunteers) are required to meet weekly for workshops with the assistant day and evening coordinators. Communication is very important between staff members on a daily and weekly basis (see Appendices for, "Staff Members' Daily Log" and "Staff Members' Activity Planning and Evaluation Form").

PARENT INVOLVEMENT

Mrs. Bertha Thomas (1983) states, "You get to know the parents and children better in an extended day care program because there are less children in the center." Most children that come everyday are of working parents and the average stay is three hours. The E.M.U. Child Care Center is dedicated to communicating with the parents of children and is able to utilize many professional people and skills associated with the university (see Appendices, "Making Parents Comfortable," "Are you a Student and a Parent?," and "Parent Letter").

FINANCIAL

The rent and utilities of the Center building are paid for by the university and the gymnasium and swimming pool are free which are all very helpful in providing a "quality" program at a lower cost to the parent. Volunteer caregivers also keeps cost down. The Center is expected to continue its evening program in the future. Wehking (1981) states, "The Child Care Center has grown and expanded in response to the needs of University families and now offers evening care as well as daytime care..." (p. 1)

VISITATION #2

March 17, 1983
3:30 p.m. until 7:00 p.m.

PLACE

Sleepy Hollow Educational Center
9185 Greenfield
Detroit, Michigan 48228
Phone: (313) 838-0840

HOURS OF OPERATION

24 hours - 7 days weekly

LICENSED

By State of Michigan (capacity for sixty children)

DIRECTOR

Mrs. Mary Myles

PURPOSE OF CENTER

Open to the public and to "mainstream" physically able and disabled children together.

AGE OF CHILDREN

2½ weeks through 6½ years of age
(Latch Key before/after school pick-up)

FEE

Same for all shifts

Infants: $60.00 per week/$12.00 per day
Preschoolers: $45.00 per week/$9.00 per day
Kindergarten: $50.00 per week
Drop-In Service: $1.50 per hour/per child
$2.00 per hour (weekend)
$2.00 per hour (for two children of same family)
$3.50 per hour (weekend)

PROGRAM

Type: DEVELOPMENTAL

Number of children present:
60 children during daytime
31 children at 4:30 p.m.
12 children at 5:30 (dinner)
7 children at 6:00
4 children (average) from 7:00 p.m.
1 child arrives at 4:30 a.m.

Staff on duty: 2 (5:00 until 7:00)
1 (7:00 until 6:30 a.m.)

The description of the program is different for this visitation. The main activity in the center from 3:30 p.m. until 7:00 p.m. was the entering and leaving of children to and from the Center. During this period of time the Latch Key children were required to do homework (if any) and the other children had "free play" (not facilitated). At 5:00 p.m. a caregiver read a story while dinner was being prepared (all food is catered and only warmed for the children). The children ate together in "family" atmosphere except for the two infants. After dinner the children could sing and dance.

The physical setting involved two rooms with available playground. Mrs. Myles stated, "The welfare of the children comes first." The Center is acquiring land and a building next to the Center for more space.

The staff is continuing their education in child care development mainly at Wayne County Community College. Mrs. Mary Myles, Director, recently received a Doctorate of Humanities and was appointed to the Task Force for Civil Rights by Governor Blanchard.

The parents of children who attend Sleepy Hollow are mostly single parents - many are single fathers. The majority of parents are either employed or go to school and do not come from a primary locale. A.D.C. mothers are welcome and children of Protective Services are placed in the Center's care. Scholarships are given to parents going to school at least twenty hours weekly who need child care. Some children in Center at present are kept free, some parents only pay $10.00 per week (includes food, diapers, etc.)

PARENT INTERVIEWS

(Single Working Mothers)

1. Mother states, "If it were not for Sleepy Hollow I would be up a creek without a paddle. They keep an eye on the children and notify the parents if needed. The personnel is qualified and you need not worry."

2. Mother of two children found that there was no attachment problems, the first child (boy) started at Sleepy Hollow at 4 years of age, the second child (boy) started Sleepy Hollow at six months of age (this child was more independent).

According to Mrs. Myles (1983), "There definitely is a need, twenty-four hour care is good for security." There are no financial problems associated with providing the Center and the Center is filled to capacity almost daily. There are now six Sleepy Hollow Centers in Detroit Area that offer extended care seven days a week.

Visitation #3

March 24, 1983
4:30 p.m. until 7:00 p.m.

PLACE

The Child's Place
1055 Trumbull
Detroit, Michigan 48216
Phone: (313) 965-6714

HOURS OF OPERATION

24 hour child care, open Saturday (closed Sunday)
(At present the Center is open only until 11:00 p.m. because of lack of need.)

LICENSED

By State of Michigan, capacity for 30 children each shift.

DIRECTOR

Mrs. Mason

PURPOSE OF CENTER

Open to public

AGE OF CHILDREN

2½ to six years of age

FEE

1 child (full-time)	$40.00/weekly
1 child (half-time)	$25.00/weekly
2 children (one family)	$65.00/weekly

PROGRAM

DEVELOPMENTAL

Number of children present: 4 (after 4:30 p.m.)
2 (after 5:30 p.m.)

Staff on duty: 2 (4:30 until 7:00 p.m.)
1 (after 7:00 p.m.)

Mason (1983) states, "In The Child's Place our primary concern is the social, physical and intellectual development of your child." The physical setting of the center was very cheerful with large spaces for children to play, such as a make-believe room, large motor skills room, manipulative skills area, and a quiet area. Both caregivers in the evening have some child development education and are attending academic classes.

The Child's Place opened in November 1982, two years after a survey was taken to determine the need for an extended day care center. At that time it was assessed that there was a need; however, within the two year period it took to prepare the child care center for opening unemployment had risen and few parents are using the center. It is not yet operating on a twenty-four hours basis even though it is located in an area where night shifts, hospitals and a college are located. Only two children are present until 11:00 p.m.

Mrs. Mason (1983) states, "The quality of life is almost too much to manage anymore for many parents, and that employment is the main issue in child care center growth." The center is having financial difficulties at present, but it is hoped that with advertising and growth in employment the center will succeed.

Mrs. Mason is a retired social services worker with a Master's degree and became the first Equal Employment Opportunity Coordinator of the State of Michigan's Department of Social Services in Lansing. She was also the first volunteer coordinator for Wayne County and spent seven years as a social worker in the Detroit City Schools.

SUMMARY CHART OF THE THREE EXTENDED DAY CARE CENTERS

	E.M.U. Child Care Center	Sleepy Hollow	The Child's Place
Hours	7:45 a.m.- 10:15 p.m.	24 hours/ 7 days	24 hours/5 days (until 11:00 p.m. now)
Need (after 6:00 p.m.)	Under 10 children	Under 5 children	Under 3 children
Fees	$43.20/weekly (preschooler)	$45.00/weekly (preschooler)	$40.00/weekly (preschooler)
Program Developmental	Yes	Yes	Yes
Staff - Early Childhood Training	Yes	Yes	Yes
Financially Strong	Yes (subsidized)	Yes	No
Future Growth	Same as now	Yes	Not yet

Comments: Each of the three centers provided information on different aspects of extended child care, and each visitation was unique depending on the Director's availability and the scheduling of activities. Consent for stating all of the information in the preceding visitations was given by the directors of the centers.

Extended Day Care Survey of Military Parents

PLACE: Selfridge Air National Guard Base
Selfridge, Michigan 48045

DATE: March 1983

TOTAL SURVEYS DISTRIBUTED: 140

DISTRIBUTED TO: Selfridge Preschool
Selfridge Child Care Center (U.S. Army)
Base Elementary School Kindergarten (all military children)

TOTAL RECEIVED BACK: 80

TOTAL APPLICABLE: 72

The following questions (1-9) were asked on the survey.

1. Which family member is in the service?

1.	Husband	96%
2.	Wife	1%
3.	Both	3%

2. What branch of service?

1.	Army	38
2.	Navy	14
3.	Air Force	9
4.	Marines	3
5.	Coast Guard	9

3. What rank(s)?

1.	Enlisted	47
2.	Officer	25

4. Marital status?

1.	Single	1
2.	Married	71

5. How many children under the age of six is in your household?

Total 107

	Of 47 Enlisted Rank Reporting	Of 25 Officer Rank Reporting	Total of 72 Combined Ranks
6. Are you ever in need of any of the following extended child care services?			
1. Evening	79%	60%	72%
2. Night	45%	28%	39%
3. 24 Hour Care	9%	12%	10%
7. Do you/would you use an extended day care center for the following:			
1. In order to fullfil military mission	15%	16%	15%
2. In order to work non-military duty	36%	8%	26%
3. In order to attend educational or training classes - civilian or military	45%	40%	43%
4. For emergency care	45%	40%	43%
5. For occasional use	51%	76%	60%
8. Do you prefer (please check one)			
1. "Quality" extended child care center (professional staff/ developmental program)	53%	44%	49%
2. "Quality" family day care home	13%	0%	8%

	Of 47 Enlisted Rank Reporting	Of 25 Officer Rank Reporting	Total of 72 Combined Ranks
3. Babysitter	13%	36%	22%
4. Relative (if available)	21%	20%	21%
9. Check the following reason(s) for NOT using extended day care centers.			
1. Not available	52%	40%	50%
2. Not affordable	15%	12%	14%
3. Do not need	28%	48%	35%
4. "Quality" programs not available	11%	16%	13%

Survey Comments

1. All areas of questions 6 and 7 showed a need for extended day care with evening care having the highest percentage.

2. Quality extended day care center programs are preferred by both groups but find them not available.

3. The division between enlisted/officer ranks was made due to the differences in financial status between the two groups. This was done to see if the family financial income had an impact on choosing extended day care centers. It was found that both groups preferred "quality" centers with nearly equal percentages finding it not affordable.

Military Base Pay and Married

1. Enlisted beginning salary (El)
   = approximately $900 monthly
2. Officer beginning salary (2nd Lieutenant)
   = approximately $1,400 monthly

4. See Appendices for Survey Form

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

Extended day care is, indeed, a very complex issue. Depending upon the location of the centers, the rate of unemployment in the area, the participation in federally sponsored child care programs, and the financial backing, both public and private, of the centers all have an impact on the success of the center and the parent(s) ability to use them.

In surveying the Detroit, Michigan area using the Michigan Department of Social Services Directory of Child Care Centers as of January 5, 1983, eight of the fifteen extended day care centers listed at that date no longer are providing evening or night care. This shows a decrease of extended day care centers in operation from 1982. With Michigan being one of the States with the highest rate of unemployment in 1982-1983, it may follow that because fewer parents are working there is less need for extended child care services, and as in The Child's Place Center a financial loss incurs hardship upon the owners in keeping the center open for only a few children.

As Mrs. Myles stated in the Sleepy Hollow Visitation, twenty-four hour care is good for security. Centers cannot, however, depend on a steady clientel for emergency care since emergency is defined by Webster's Dictionary as "a sudden or unexpected occurrence demanding prompt action." Therefore, as with the Respite/Emergency Crisis Care Center in Madison, Wisconsin, financial backing in some form such as a grant from the Social Services Department is necessary. With State block grant funds being cut back by the Federal government it will make it more difficult for centers to receive funding.

Some parents with children at the Sleepy Hollow Center were participating in Title XX and received other aid for their child/children's care. This is a necessity for them. The National Campaign for Child Day Care for Working Families (1981) states, "At the present time, American working parents surveyed do not want free, government-run child day care for all, regardless of income." (p. 3) They prefer a partial government subsidy on a sliding fee scale based on income which would better enable them to choose and control the type of day care they want. The question, then, is how much should the State and federal governments subsidize extended child care, and how can those government programs enacted to help provide a better "quality of life" be taken advantage of if parents and/or centers are not able to exist without financial help?

Eastern Michigan University Child Care Center showed the greatest use for their extended day program which correlates with the literature findings that students are in need of extended child care services in fulfilling their own personal growth needs and/or being able to participate in the federally sponsored educational acts which were designed to promote equal opportunity for women in employment and education. The majority of the parents using the Center were single, working mothers attending the University. Financially, the E.M.U. Child Care Center is self-supporting through tuition but the Board of Regents of the University subsidize by providing the building and utilities which is a large financial savings for the Center.

Employers need to look again at the new tax incentive laws which would help to provide extended child care services for its employees, and to re-emphasize, again, in the 1980's the positive effects quality child care has on their employees' productivity and the children's welfare. As the Ford Foundation (1980) states, "If parents are to be reliable members of the community and productive employees they need to know their children are content and well cared for." (p. 17)

The largest employer is the United States Military and it needs to re-examine the extended child care center policies. "Blanket-generalizations" should not be imposed on a world-wide basis for its dependents. In the survey taken at Selfridge Air National Guard Base, I found that the majority of both enlisted and officer ranks prefer to have quality evening center care;

whereas, the literature states that extended day care in the military was not financially feasible. Military personnel, especially enlisted, and their dependents are desiring to further their careers through educational opportunities and to work second jobs to supplement their military income. If military officials, and Congress, are determined to provide a "quality of life" to its personnel, then provisions should be made which allow parents to pursue that goal with the assurance that the children have quality care.

Those extended day care centers that were visited for this research are providing quality programs. The directors and caregivers expressed concern in meeting the developmental needs of the children, with an emphasis being placed on "family style" social programs to promote an atmosphere of warmth and a variety of age grouping. Mrs. Mason of the Child's Place expressed concern that more children were needed in the evening/night hours to provide more social contact with other children. The language, cognitive and physical areas all interrelated to enable children to grow in these skills.

The staff qualifications for those working as caregivers in these centers were aimed toward early childhood development training. Dedication in the field of child care is, perhaps, the best quality found in the staff as they realize the financial limitations associated with a career in child care and the struggle involved to seek recognition as being a professional providing services to the children and parents.

The future growth of extended day care centers is tenuous. As to what the reason is for this needs further research - unemployment may be just one of the reasons. With six million children under six years of age in family day care homes and only one million children in day care centers surveys should be done to find the reason for this preference and if family day care homes are preferred for extended day care also.

Our nation's children are being subject to another "double-bind" situation - if employment of single parents and both parents is to rise continually into the 1990's what quality extended day care will be available to them, or, if the high rate of unemployment, nationally or locally, continues what will happen to the children of parents who do need the extended day care for emergency, protective services care, educational/training classes and work schedules if centers are not available or affordable?

The "quality of life" issue is stated many times throughout this research project on extended day care centers. It is perhaps the most single important issue facing Americans today. Our nation's children are being subjected to the decisions made at the highest levels of government that are having deleterious effects upon them at the local level. Providing quality extended day care is largely dependent upon adequate financial funding, and we in child care must fight for the support needed to give our children the quality care they must have to ensure our nation's future. Therefore, I make the following recommendations:

1. A centralized national program needs to be established for an accounting of day care and extended day care centers in America.
2. A needs assessment in locales is needed for both civilian and military communities due to the varying degrees of employment and financial considerations.
3. Research information on extended day care centers should be categorized into a more uniform system.
4. Financial government support needs to be put back into the federal budget for both military and civilian child care services in order to allow participation in those government sponsored programs of education and equal employment opportunities which would allow a higher "quality of life" to parents and children and ultimately lower the expense of federally supported welfare programs.
5. A lobbying group for child day care (including all hours) should be financed by local and state child care advocates in order to have a voice in national politics and to propose legislation in Congress. This is a crucial step in gaining attention to the problems relating to day care and extended day care for children.

I HAVE A DREAM:

Martin Luther King had a dream for civil rights, Robert Kennedy had a dream of the way things could be and wondered why not?, and Margaret Weinstein (Galinsky, 1977) of the Learning Center in Philadelphia, Pennsylvania has a dream

"I would love to see us operate as a community center in the best sense of the word...a place where supper is served. We have lots of families who are students, who are on shifts, and it really makes it difficult for one person to come home and make supper...We have a sewing machine families could sew here. We could have a library...one book could be read by five people, and one newspaper that could be read by ten. This is my personal dream. I don't think it would be ideal for everyone but it would be for us at the Learning Center." (p. 270)

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APPENDIX A

QUESTIONNAIRE

1. Which family member is in the service?

___ Husband
___ Wife
___ Both

2. What branch of the service?

___ Army
___ Navy
___ Air Force
___ Marines
___ Coast Guard

3. What rank(s)

____

____

4. Singe parent _____ Married _____

5. How many children under six years of age in your household? _______

6. Are you ever in need of any of the following extended child care services?

___ Evening
___ Night
___ 24 hour care

7. Do you/would you use an extended day care center for the following reasons?

___ in fulfilling military mission
___ in order to work - nonmilitary duty
___ in order to attend educational or training classes - civilian or military
___ for emergency care
___ for occasional use only

8. Do you prefer (please check one)

___ "quality" extended child care center (professional staff and developmental program)
___ "quality" family day care home
___ babysitter
___ relative (if available)

9. Check the following reason(s) for NOT using extended day care centers.

___ not available
___ not affordable
___ do not need
___ "quality" programs not available

COMMENTS:

APPENDIX B

VISITATIONS

EASTERN MICHIGAN UNIVERSITY

CHILD CARE CENTER

Child's Profile

Child's Name________________________ Group______________

Child's Age__________

Reporting Teacher____________________

Date______________ Semester______________

Cognitive Development

Social Development

Emotional Development

Physical Development

1. Special art, dramatic play, construction, etc., activities and toys the child likes a lot.

2. Foods the child likes, and special ways of helping the child at mealtime.

3. Special friendships and ways of dealing with them.

4. Sleeper? Non-sleeper? Special ways of helping the child at nap time.

5. Skills we are working on with the child.

6. Special notable behaviors and ways of dealing with them.

Listening to and talking with children is full of rewards for children and adults: children enjoy the attention of a responsive adult, and adults are continually rejuvenated by the children's freshness of thought and perception. But, talking to small children does not come natually to most adults. Often it's very hard to come up with interesting dialogue when you find yourself face to face with a roomfull of two and three year olds. Don't despair, you can learn to come in clear to the pre-five set.

I. It's important to keep language simple, concrete, and repetitive. A pre-schooler needs a great deal of action along with the words. Instead of saying, "This goes over there", an adult could say, "John, see the blue bell. Good. Hang the blue bell on the wall next to the red bell". This exchange is packed with action words. Not only is a direction given but the child is given a rich description of a part of his environment.

II. A young child learns what an object is like by experimenting with it. They touch, see, smell, feel, listen. Talk with them about what they are doing and observing. Ex. "The playdough feels sticky to me. How does it feel to you?", "I see that you put the red block on top of the brown block.", "Oh, one box fits inside the other box.", "Listen, Carl and Tobi are singing softly."

III. When appropriate, make observations about children's work/play by pointing out relationships. Ex. "You did make a tall tower, Lynn. Do you know what else you did? You built your tower taller than the block shelf." , "John, you made a long necklace with the beads. I see that you used red, blue, and green beads." or "I really like your necklace Tom. It has big loops and little loops all joined together."

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IV. Young children's artwork is not created for the purpose of becoming a work of art. It exists as a record of a child's exploration of the world. It's most helpful to talk about a child's art project by describing the process. Ex. Judy, I really like the colors you chose for your picture. I see bright red, some green, and a little orange. Your green wiggly line touches your red paint." The same type of "describing" can be used with playdough, collages, clay, crayons, etc. Ex. "You stretched your playdough into a long, thin shape." or, "You pasted all the red tissue paper in the middle of your picture."

V. Questions maybe used advantageously to activate the child if they demand answers that he already knows, such as " Where does your coat go? or, "What do you do with your cup?

VI. Help children find verbal alternatives when conflicts arise. When things don't work out just right--the tower won't balance, there's no room at the easel, someone is already using the big truck-children often resort to hitting, pushing, and grabbing. The role of adults in these situations is to redirect (verbally) the children in conflict back to the original problem so they can find a workable solution. The first thing an adult can do to stop the disrupting child and ask him or her what the trouble is. "Tell me why you're hitting Bernie, Tracy." If Tracy can answer (" 'Cause I want that truc talk briefly with her about how hitting hurts, and that you can't allow her to hit. Also, acknowledge the child's feelings." I see that you are very angry at Bernie. You can tell Bernie that You're very angry." If Bernie still needs the truck, help Tracy find something else she could use until Bernie is finished. " Let's look around and see if there are any more trucks, Tracy."

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Compiled by:
Bertha Thomas
2/80

E.M.U. Child Care Center

STAFF MEMBERS' DAILY LOG

Name ______________________________ Room ____________________

Date ________________ Times ______________________________

1. What went well today for you? Why? What did you do that was effective or enjoyable?

2. What was hard for you today? What could you do next time in that situation to make it go better?

3. What did another staff member do or say today that you liked and learned from?

4. What did you notice that's interesting about any of the children today?

5. What questions do you want answered or problems solved?

SAVE THESE FORMS ALL TERM TO DISCUSS WITH YOUR HEAD TEACHER EACH WEEK.

E.M.U. Child Care Center

STAFFMEMBERS' ACTIVITY PLANNING & EVALUATION FORM

Name ______________________________ Room ______________

Date ______________ Time (Choice, Meeting, etc.) ______________

ACTIVITY TITLE ______________________________

ACTIVITY PLANS & PREPARATION

1. What materials will you need to have ready and where will you have them?

2. What do you want the children to do themselves? What are the purposes of the activity -- what "key experiences" can children get from it?

3. What will you say and do to present the activity to the children?

4. What kinds of things will you say during the activity to help children get the most out of the experience?

5. How will you manage turn-taking, sharing the materials, and limiting the number of children at once, if necessary?

6. How will you manage clean-up of the activity?

ACTIVITY EVALUATION

1. What made you happy about your activity? Look back over each of the questions about your plans -- in which ways did it go well?

2. Did anything good happen that you hadn't expected?

3. Did anything happen that frustrated you?

4. In what ways would you plan or lead the activity differently if you were doing it again tomorrow?

MAKING PARENTS COMFORTABLE

by

Jacqueline Wood

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Making parents feel comfortable with you, your classroom, and the goals you have set for the year can be a key to the success you receive with your parent involvement program. Over the coming year, as you learn more and more about each child in your care, what he/she is like, what his/her needs are, you will share this knowledge with each parent. If parents feel support from you and comfortable with what you are doing, a positive working relationship which fosters growth for the children is likely to develop. Below are some day to day ways you can support parents, make them feel comfortable and show that you value them as individuals and as parents.

1. Spend a little time to learn each parent's name. It can mean a lot to be known as "Karen" or "Doug" instead of as "Marie's mom" or "Marie's dad". One mom pointed this out one night saying, "I am a person, too. My name is Karen. Please don't always call me "Aneka's mom."

2. Greet each parent as well as his/her child. We often say hello or good-bye only to the child, forgetting the mother or father is also there.

3. Share the "little pleasant things" that the child does during the day. The last thing a tired parent needs to hear at the end of a day is what a difficult day you or their children had. Instead write a short positive note, "Erick had a beautiful time watching a spider on the playground this morning," or in a brief conversation convey this as the parents pick up their children.

4. Give a warm smile and wave when you see"your parents"--whether in the center setting or elsewhere.

5. Take time to call a parent to see how a child who was ill or had a rough day is feeling in the evening.

6. Save the discussions of trouble areas or unpleasant events until both you and the parent are rested. This is especially true of working parents.

7. If a child had a hard time leaving his/her parent, take a moment during the morning after the child has calmed down to call the parent. A brief call saying how the child is doing can relieve many worries. One mother said after a call, "It was hard enough to leave her crying, but not to know how she was doing was unbearable."

8. Try and make a phone call a month to each of your parents to share the neat things their child is doing, but more important, to hear if they have any concerns.

Parents who experience these eight suggestions on a day to day basis will generally feel positive about you and what you are doing. They will also feel more comfortable knowing that their child is in your care. It will feel good to your parents that you have taken the time to care and to get to know them. This daily warm support can do a lot to assist your parents in carrying out their parenting role. Thus you have helped to create a warm, supportive group of adults who care about a child.

Jacqueline Wood is currently Supervisor, Division of Child Care Center Licensing, Michigan Department of Social Services. She has been a teacher and director of a day care center. She shares these views as a past teacher and current parent.

ARE YOU A STUDENT AND A PARENT?

THIS DISCUSSION GROUP MIGHT BE JUST WHAT YOU NEED!!

TOPICS:
- Important areas of concern in the development of young children, such as attachment and separation, the importance of play, and the development of a sense of identity.
- Discipline techniques that promote harmony at home and growth in young children.
- Effective ways of balancing the sometimes conflicting roles of parent and student.
- Help in single parenting for those dealing with the unique problems of raising children alone.
- Other topics of interest to the participants.

LEADER: Angie Laycock, previous field coordinator of the E.M.U. Contemporary Parenting Program, who has a master's degree in Family Life and long experience leading parenting classes and raising children of her own.

FORMAT: Discussion with other student-parents, handouts on common problems, film strips and videotapes.

TIME: MONDAYS, 4:30-6:00 P.M.
FEBRUARY 7 through APRIL 18, 1983

PLACE: Snow Health Center Library on 3rd floor

COST: NO CHARGE

CHILD CARE: May be arranged at the E.M.U. Child Care Center on the ground floor of Snow, for 2½-12 year olds. Call 487-1126 in advance.

PHONE: For more information or to reserve a place, call Argie Laycock at 487-1005.

Eastern Michigan University
Ypsilanti, Michigan 48197

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BEST COPY AVAILABLE

Dear Parent,

Teachers are often asked by parents to help them solve problems. Sometimes these problems are directly involved with a child, for example, a discipline problem. In other cases, there may be a family problem which affects the child indirectly. Graduate students in the College of Education need to learn skills to help parents. After much reading, discussion, and class role-playing, some students are ready to be helpful. If you would like to meet with a "helper", times and places can be arranged between you to suit your convenience. You may choose to meet a few or many times. You and your helper will work this out together. There is no charge. All helpers will be supervised by Sandra McClennen, Ph.D., an Associate Professor and a licensed psychologist. As many people as possible will be accommodated on a first-come/first-serve basis.

Please give your name and telephone number to Tobi Bartlett who will give it to me so I can call you. If you prefer, call me directly at 487-0020 (days) or 483-6257 (evenings and weekends).

Sandra McClennen

Sandra McClennen, Ph.D.

DEPARTMENT OF DEFENSE

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS AIR FORCE MANPOWER AND PERSONNEL CENTER
RANDOLPH AIR FORCE BASE, TX 78150

APPENDIX C

LITERATURE DATA AND CORRESPONDENCE

Ms Betty Ryan
39451 Jefferson
Mt Clemens, Michigan 48045

14 FEB [illegible]

Dear Ms Ryan

In response to your recent letter, the following information is provided concerning the Air Force involvement in extended day care.

a. The Air Force conducted a test of 24-hour child care in 1980. At that time, we had received several suggestions from Air Force members that such care was needed. The test was conducted at two bases, one in New Mexico and one in Germany. Since some Air Force members work evening and midnight shifts, the assumption was made that 24-hour child care was needed.

b. We found that use of both facilities during the late evening hours and early morning hours was very limited--usually averaging less than one child per hour. Both centers experienced financial losses as a result of the test--fortunately, we were able to underwrite these losses so it did not effect their day time operations.

c. At present, the Air Force is not operating any extended day facilities. Many of our centers are open in the evenings. They are required to provide developmental care whenever they are open. Caregivers are required to have at least 36 clock hours of training and are closely supervised.

d. Parents pay 85 to 90 percent of the cost of child care in the Air Force. The Air Force provides the facility, the salary of the director, and pays for some of the equipment and supplies. Some centers have had to cut back on hours in order to keep from raising cost beyond the parents ability to pay.

I hope that this answers your questions about extended care in the Air Force. A general information pamphlet on the Air Force Child Care Program is attached.

Sincerely

BEVERLY L. SCHMALZRIED, PHD
MWR Operations Division
Directorate of Morale, Welfare,
& Recreation

1 Atch
USAF Child Care Brochure

THE COST-EFFECTIVENESS OF HIGH QUALITY EARLY CHILDHOOD PROGRAMS

A report* for the

1982 SOUTHERN GOVERNORS' CONFERENCE
Hilton Head Island, South Carolina

Center for the Study of
Public Policies for Young Children
HIGH/SCOPE EDUCATIONAL
RESEARCH FOUNDATION
600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

High quality preschool education pays off for disadvantaged children in higher academic performance, lower delinquency rates, and better earnings prospects; it pays off for society in dollars and cents. These findings, from the High/Scope Foundation's Perry Preschool Study and from other studies, demonstrate that preschool not only prevents problems that eventually would cost society much more than a preschool program, but also increases the effectiveness and efficiency of the social investment already made in schooling. Budget-minded policymakers looking for hard evidence that a program works will certainly understand the implications for policymaking which this research supports.

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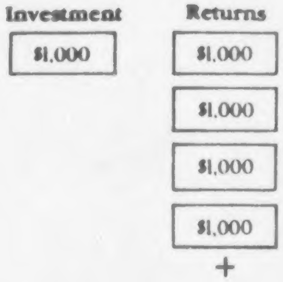
*This report was prepared by Carolyn Breedlove and Lawrence J. Schweinhart to supplement the presentation of David P. Weikart on July 26, 1982.

PERRY PRESCHOOL PROGRAM: FOLLOW-UP THROUGH AGE 19

Economic Findings

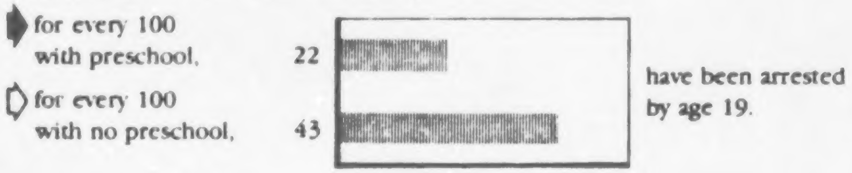
For every $1,000 that was invested in the preschool program, at least $4,130 (after inflation) has been or will be returned to society—better than the average rate of return to private investors.

Returns include reduced costs for education and legal processing for delinquent behavior, and increased lifetime earnings for participants. Other, future returns remain to be calculated.



Delinquency Findings

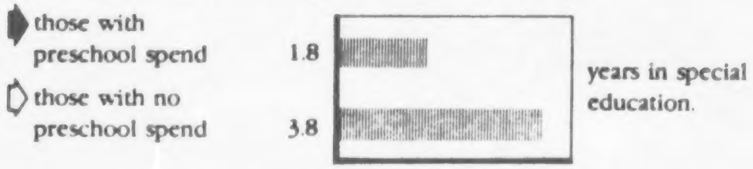
Among youngsters like those in the study,**

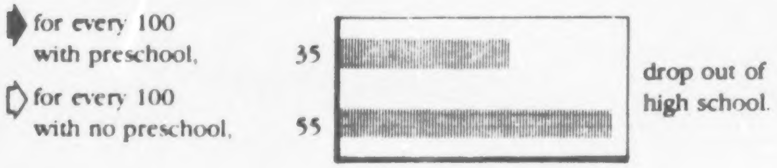


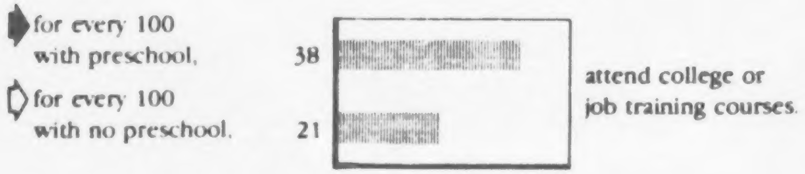
Education Findings

Among youngsters like those in the study,

on average, for every 13 years of schooling (K-12),



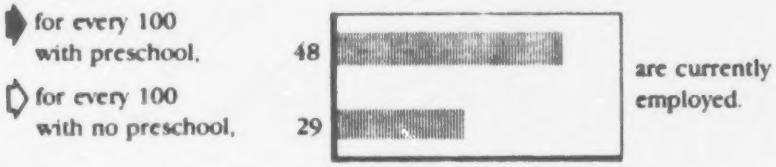


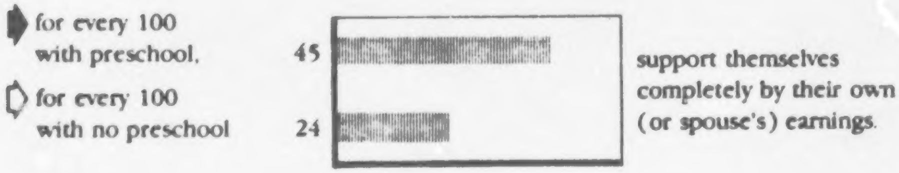


**For the purpose of clarity, some findings are presented in terms of number per 100, though actual group sizes are smaller and vary across items. All the findings presented are statistically significant, with a possibility of occurrence by chance of less than 1 in 20.

Employment Findings

Among youngsters like those in the study,





Study Design

The study, which began in Ypsilanti, Michigan in 1962, is an examination of the lives of children who were born with the odds against them—poor, apparently destined for school failure, and black in a society in which discrimination was common. Of the families in the study, 50 percent received welfare assistance; 47 percent were single-parent families. Only 21 percent of the mothers and 11 percent of the fathers had graduated from high school. Thus, the families chosen for the study shared very similar social and economic characteristics.

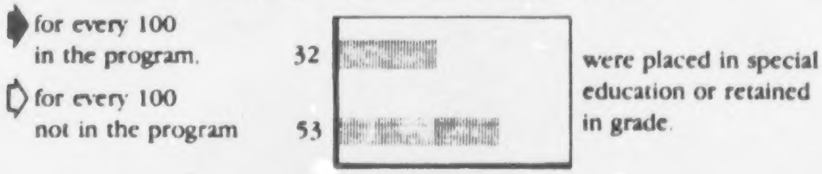
The 123 children in the study were randomly assigned either to an experimental group who attended preschool or a comparison group who did not attend; these two groups were highly similar in the characteristics of children and families. Because of their background similarities, any differences between the groups thereafter could be attributed to the preschool program. The experimental group attended a high quality program in a preschool classroom for two-and-a-half hours five mornings a week and were visited at home with their mothers for one-and-a-half hours once a week, either for one school year at age four or two school years at ages three and four.

These young people have participated in the study continuously for two decades. A follow-up is now being planned for age 25, after they have begun to make significant life decisions about career and family. For further information about the study, see *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15* by Lawrence J. Schweinhart and David P. Weikart (High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48197, $8 prepaid).

Other Research: Consortium Findings

Research conducted by the Consortium for Longitudinal Studies provides strong evidence that a variety of early education programs can reduce disadvantaged children's need for special education classes or retention in grade. The Consortium is a group of 12 investigators who independently designed and implemented early childhood programs in the 1960s. In 1976 they pooled their original data and conducted a collaborative follow-up of the original participants in the studies.

Three experimentally designed studies, including the Perry Preschool Study, found that early education reduced the need for special education placement and retention in grade. The early childhood programs varied considerably. Susan Gray implemented a center-based program in the summer with home visits during the school year beginning at age four; Francis Palmer operated a program of weekly two-hour meetings of teachers and individual children who were two and three years old. Among youngsters like those in these studies,



For further information on this collaborative study, see Lasting Effects of Early Education: A Report from the Consortium for Longitudinal Studies, *Monographs of the Society for Research in Child Development*, 1982, 47 (2-3, Serial No. 195).

WHAT IS PROGRAM QUALITY?

Research on early education programs such as the Perry Preschool Project and Consortium Studies indicates that *high quality* is the key to the lasting effects reported here. Our interpretation of research and field experience suggests that an early childhood program of high quality has the following characteristics:

☑ It is well managed and monitored.

☑ Parents become partners with teachers in educating the child.

☑ Competent, committed teachers or caregivers plan and work together in teams to provide mutual support and individual attention to children.

☑ A high degree of adult-child interaction is essential.

☑ The program is organized around a specific curriculum or set of principles for learning.

☑ Teachers or caregivers are trained in the curriculum through ongoing inservice training.

☑ The program is regularly assessed to assure that goals for high quality are being met.

WHAT CAN BE DONE?

Early childhood education programs are not now available to most disadvantaged children in the United States. For every child who attends the major federal program, Head Start, four go unserved. In light of the research, the reasonable goal is to make these high quality programs available to *all* disadvantaged children. Federal support alone is insufficient. Other sources of support must be developed in the public and private sectors in state and local areas.

You can play an invaluable role in developing ways to put early childhood education on the public agenda. Actions worth considering include:

☑ alerting opinion leaders to the major advantages to society of early childhood programs in lowering the need for tax expenditures for other programs;

☑ assembling groups of concerned citizens to discuss ways of making programs available;

☑ developing a consortium of state and local decision-makers, businesses, philanthropies, and other private concerns to establish mechanisms for supporting such programs cooperatively;

☑ exploring possible tax incentives to bolster support of preschool programs.

You can determine which of these actions are most appropriate in your state or locality. Your support is needed to make high quality early childhood programs a reality for all the children who need them. Your actions can ultimately influence the quality of life for all children and for society at large. Please act now. ■

Average Cost for Preschool Care: Per Child/Per Day

	Child Care Center	Family Day Care Home
Genesee County	$8.00 to $10.00	$8.00 to $10.00
Grand Traverse Area	$11.00	$9.00
Ingham County	$9.00 to $9.50	$9.00
Kalamazoo County	$8.50 to $12.00	$7.00 to $10.00
Ottawa County	$9.00	$8.00
Washtenaw County	$10.00 to $17.00	$12.00
Wayne County	$10.00 to $12.00	$8.00
Kent County	$9.00	$7.50 to $8.50

U.S. Department of Labor

Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Federal Legislation on Day Care

The need for day care for the children of working parents has greatly increased over the past 20 years and is expected to continue into the 1990's. More married women are entering the work force than ever before and more are remaining at work during their child-rearing years. For many single parents with small children, child care services enabling the parent to work are a necessity. In addition, care services for elderly or disabled persons frequently are needed while other family members work.

Day care services for children and dependent adults may be paid for by the family, the employer, unions or other employee organizations, the Government, private contributors, or a combination thereof. The purpose of this fact sheet is to describe briefly major Federal legislation concerning child and dependent care services. The Federal laws provide tax credits for working parents, tax incentives for employers, and food subsidies and financial support for centers under a number of Federal programs.

At present the Federal Government is shifting away from giving direct support and subsidies to day care centers and toward an emphasis on tax credits for parents and tax incentives for employers. This trend is likely to continue.

Tax Legislation

ECONOMIC RECOVERY TAX ACT OF 1981 (ERTA)

The Economic Recovery Tax Act of 1981 (ERTA) allows increased tax credits to workers paying for child and adult dependent care and establishes tax incentives for employers providing such services for employee use. ERTA, P.L. 97-34, also provides that employer contributions for child and dependent care services are not taxable to the employee.

Child and Dependent Care Tax Credit for Workers

A tax credit for a portion of the expenses incurred for child or disabled dependent care is available under ERTA to employed persons if the expenditures enable the taxpayer to be gainfully employed (Sec. 44A Internal Revenue Code). The credit is computed at 30 percent for taxpayers with adjusted gross incomes of $10,000 or less, with the rate of the credit reduced one percentage point for each $2,000, or fraction of $2,000, of income above $10,000 until the rate reaches 20 percent for taxpayers with incomes over $28,000. Expenses for which the credit may be taken are limited to $2,400 for 1 dependent and $4,800 for 2 or more dependents.

The table below shows the amount of tax credit that may be taken at various family income levels.

Adjusted gross family income	Percentage of expenses permissible as tax credit	Maximum amount of credit	
		1 dependent adult or child	2 or more dependents
Up to $10,001	30%	$720	$1,440
$10,001 - 12,000	29%	696	1,392
12,001 - 14,000	28%	672	1,344
14,001 - 16,000	27%	648	1,296
16,001 - 18,000	26%	624	1,248
18,001 - 20,000	25%	600	1,200
20,001 - 22,000	24%	576	1,152
22,001 - 24,000	23%	552	1,104
24,001 - 26,000	22%	528	1.056
26,001 - 28,000	21%	504	1,008
28,001 & up	20%	480	960

The expenses may be for services provided in or out of the taxpayer's home, for dependent children under age 15 or dependent adults over age 14 who are disabled and who live with the taxpayer. No credit may be taken for the cost of residential care in a nursing home or similar facility for dependent adults. The credit is available to all eligible taxpayers regardless of the gross income of the family and whether or not they itemize deductions.

The child and dependent care tax credit is computed on an annual basis. For that reason, the entire $2,400 or $4,800 of qualifying expenses on which the credit is computed is available to eligible taxpayers having the appropriate number of dependents at any time during the taxable year.

Eligibility. The tax credit is available to married couples if both spouses work (either full or part time), to married full-time students with working spouses, and to single working parents. Single parent-students are eligible for the child care credit if they have earned income.

To claim the credit, married couples must file a joint return. The amount of qualified expenses (those on which the 20 to 30 percent credit is figured) is limited to the earnings of the spouse with the lower income. Thus, for example, if the income of the low-earning spouse is $2,000, the amount allowable for computing the credit would be $2,000, regardless of the amount of expense and the number of children or dependent adults.

In computing the "earnings" of a spouse who is a student or is incapable of caring for herself or himself, such spouse shall be deemed to have earned $200 per month if the couple has 1 child or disabled dependent and $400 per month if the couple has 2 or more such dependents.

For single parents, the amount of the expenses used to compute the credit may not be more than the income earned by the taxpayer.

The credit is also available to a divorced or separated parent having custody of a child under age 15 for more than one-half of the calendar year, even though the other spouse may be entitled to claim the personal income tax exemption for a dependent child. A deserted spouse may claim the credit if the deserting spouse is absent for the last 6 months of the taxable year.

Payments to relatives, including those living in the same household, qualify for the credit, provided that the relative is not the taxpayer's dependent and that the relative's wages are subject to social security taxes. However, no credit is allowable for payments made to a child of the taxpayer if the child has not attained 19 years of age at the end of the taxable year.

Tax Incentives for Employers

Dependent Care Assistance Programs. The 1981 tax law, ERTA, establishes a new category of tax benefits entitled "Dependent Care Assistance Programs" (Sec. 129 Internal Revenue Code).

Prior to the passage of ERTA, some tax advisors feared that, without specific provisions in the tax law, the value of employer-provided child care payments, services, or vouchers would be included in the employee's gross income and taxed. Now, as long as the requirements of the statute are met, the Internal Revenue Service will treat the new programs as tax-free benefits like other employee fringe benefits such as medical and dental plans or life insurance.

The Internal Revenue Service will issue regulations on dependent care assistance programs in the near future.

The child care services allowed under a dependent care assistance program include care at the parent's home, at another person's home, or at a child care center. An employer can provide services at an employer-operated child care center, a community child care center, or a family day care home, or the employer can provide funds to cover any eligible services that the parent might choose. Employer programs which do not involve actual care for the child, such as parent seminars or information and referral services, would not qualify as dependent care assistance programs.

To qualify under the new tax law, the provisions of a dependent care assistance program must be set forth in a written document by the employer and must be for the exclusive benefit of its employees. The program also must satisfy certain requirements regarding participant eligibility, payments, and notification.

Eligibility

- The program cannot discriminate in favor of employees who are officers, owners, or highly compensated, or their dependents. Employees may be excluded from the program if they are in a unit covered by a collective bargaining agreement and the exclusion is a result of good faith bargaining between employer and employee representatives.

- Principal shareholders or owners (or their spouse or dependents) who own more than 5 percent of the stock, or capital or profit interest, of the company may not receive more than 25 percent of the amount paid by the employer for dependent care assistance during any 1-year period.

Payment for Services

- Dependent care assistance includes payment for services or provision of services for the care of an employee's dependent who is under 15 years old or for an employee's dependent or spouse who is physically or mentally incapable of caring for herself or himself.

- Assistance cannot exceed the income of an employee who is not married. For married employees, the amount of assistance cannot exceed the lesser of the income of the employee or the income of the spouse. The "earned income" of a spouse who is a student for at least 5 months of the year or who is incapable of caring for herself or himself is deemed to be $200 per month when the taxpayer has 1 child or disabled dependent in need of care or $400 per month when there are 2 or more such dependents.

- The payments for dependent care assistance cannot be made to a person who is a dependent of the employee or the employee's spouse or to one of the employee's children who is under 19 years of age at the close of the taxable year.

- Payments made by the employer for dependent care assistance cannot be reported on the employee's tax form as expenses for calculating the child care tax credit.

Notification Requirements

- Eligible employees must be notified of the availability and terms of the dependent care assistance program.

- On or before January 31 of each year, the employer must provide each employee participating in the program with a written statement showing the amount of expense incurred by the employer for dependent care assistance on behalf of the employee during the previous calendar year.

OTHER TAX INCENTIVES FOR EMPLOYERS

In addition to the dependent care assistance program, there are a number of other tax incentive provisions of Federal law available to employers. These include: accelerated cost recovery and a tax investment credit of 10 percent for capital expenses, amortization of "start-up" and "investigator" expenses, targeted jobs tax credit for certain categories of persons including part-time workers who might be employed by a center, and a variety of provisions relating to charitable contributions and tax-exempt programs.

Details of these provisions may be obtained from the Internal Revenue Service and from qualified tax advisors. Also see Employers and Child Care: Establishing Services Through the Workplace, Women's Bureau, August 1982.

TAX DEDUCTION FOR USE OF RESIDENCE FOR DAY CARE SERVICES

Persons who provide day care services in their homes on a regular basis for compensation may claim a tax deduction for expenses related to the use of the property for business purposes. Day care includes care provided for children, for individuals 65 years of age or older, or for individuals mentally or physically incapable of self-care.

Expenses directly related to the operation of the business are fully deductible. In addition to normal operating costs, such expenses might include painting or repairs made to the specific area of the home used for the business.

Indirect expenses are deductible in part and include those which benefit the entire residence as well as the area used for day care. Examples of indirect expenses are real estate taxes, mortgage interest, rent, utilities and services, insurance, repairs, and depreciation. Indirect expenses attributable to the business activity are calculated on the basis of the portion of space in the taxpayer's residence that is used for day care services and on the number of hours that portion is used compared with the total time the space is available for all uses.

Taxpayers planning to take this deduction are advised to read "Business Use of Your Home," Publication 587 (Rev. Nov. 81), available from the Internal Revenue Service.

Funding

Service groups, community organizations, and religious institutions may assist in raising funds for day care services. Private foundations sometimes provide funds for child care programs, particularly as demonstration projects. State job training programs may also provide money for training child care workers. Several major sources of Federal funds are described below.

CHILD CARE FOOD PROGRAM

The Child Care Food Program, administered by the U.S. Department of Agriculture (USDA), provides reimbursement for nutritious meals that are served to children in child care centers or in family day care homes. To be eligible for funding, a private child care center or an "umbrella sponsor" of family day care homes must have Federal tax exemption or be receiving funding under Title XX of the Social Security Act. The food reimbursement includes a base rate for all children and increased rates for children from low income families that are eligible for free or reduced-price meals. Reimbursement rates are revised annually.

Further information may be obtained from the Child Care and Summer Programs Division, Food and Nutrition Service, USDA, 3101 Park Center Drive, Alexandria, VA, 22311.

TITLE XX, AFDC, WIN

The Federal Government provides funding for day care services for children of many persons at or near the poverty level. Under Title XX of the Social Security Act, funds are available to such families for child care. Parents in the Aid to Families with Dependent Children (AFDC) program may be eligible for AFDC Work Expense Allowance to pay for child care so that they can find and continue employment. Participants in the Work Incentive (WIN) program are entitled to child care services that are necessary for the participant to find a job.

The local Welfare Department or Department of Social Services usually determines which child care facilities will serve those parents eligible through Title XX, AFDC, or WIN. The local agency may provide child care or may contract with for-profit centers, not-for-profit centers, or family day care homes to provide services.

VOCATIONAL EDUCATION

Federal funds under P.L. 94-482 may be used to provide for child care when the student-parent is in need of such services.

Guide for Planners and Administrators

The Women's Bureau has developed a guidebook, Employers and Child Care: Establishing Services Through the Workplace, to assist day care planners, center administrators, and others involved in establishing or implementing a child care program. The guidebook provides detailed information on tax incentive laws, options for employers, and other aspects of center planning. Single copies can be obtained from the Women's Bureau at no cost, while supplies last.

GPO 893-650

1341 G Street, N.W.
Suite 802
Washington, D.C. 20005
202-638-6650
800-424-4310

CDA CANDIDATE'S LAT PACKET

Dear Candidate:

Your Application Form and related materials have been received and screened by the CDA National Credentialing Program. I am pleased to inform you that you have been advanced to candidacy for the CDA Credential. The enclosed materials will enable you to take the next steps in your assessment.

The materials include the:

- Bank Street College CDA Update Letter;
- Advisor's Packet;
- P/C Rep's Packet;
- CDA Candidate's LAT Book; and the
- Return envelope for Readiness Form.

Please read the Bank Street College CDA Update Letter first. It will provide you with updated information about CDA assessment and credentialing activities. Please pay particular attention to the sections on a review of assessment procedures.

Second, read the CDA Candidate's LAT Book. It describes your duties and the duties of your Advisor and your P/C Rep. Third, meet with your Advisor and your P/C Rep, give them their packets, and explain their duties. Use your checklist (Appendix A) to make sure you complete all your activities.

You should be continuing work on your Portfolio and over the coming weeks, scheduling observations for your Advisor and P/C Rep. When all of the information collection steps have been completed by yourself (Portfolio completed), your Advisor (three observations completed), and your P/C Rep (observation completed, parent questionnaires collected and recorded on the Summary of Parent Opinions), you should complete your Readiness Form (Appendix B).

When you send in your Readiness Form it must be accompanied by your assessment fee. Please include a check or money order (no cash) for $20 made out to Bank Street College. Be sure that you complete the entire form. You should send in your Readiness Form approximately four weeks before your desired assessment date.

Sincerely,

Robert C. Granger, Ed.D.
Executive Director

yy/RCG

APPENDIX B

APPLICATION FORM

Office Use Only

No________________
Q__________NQ______
Date______________
Fee_______________
Training__________
Check #___________

The Child Development Associate
National Credentialing Program
1341 G Street, NW Suite 802
Washington, DC 20005

Application Form for the
Child Development Associate Credential
or the
Bilingual/Bicultural CDA Credential

PART ONE: (TO BE FILLED OUT BY APPLICANT)

1. I wish to apply for the: CDA Credential ________
   (check one) B/B CDA Credential________

2. Name: (Your name will appear as printed below on any credential issued by the CDA National Credentialing Program.

____
Last First Middle Initial

3. Address:

____
Number and Street Apartment Number

____
City State ZIP Code

4. Phone: Home: (area code)____________ Office: (area code)__________

5. Social Security Number: __ __ __ -__ __-__ __ __ __

The CDA National Credentialing Program asks that you provide answers to questions 6,7.8 and 9 for its records. The information you give will help in the study of assessment teams in efforts to improve the CDA assessment and credentialing system. You have no obligation to give this personal information. Any information given will be kept in strict confidence.

6. (Optional) Date of Birth: ______/______/______
Month Day Year

7. (Optional) Sex: Male____ Female____

8. (Optional) Ethnic Background:
   a. White (NOT of Hispanic origin, all persons having origins in any of the original peoples of Europe, North Africa or the Middle East) ______

   b. Black (NOT of Hispanic origin, all persons having origins in any of the Black racial groups of Africa) ______

   c. Hispanic (Spanish origin)
      1. MEXICAN (All persons of Mexican culture or origin, regardless of race) ______

      2. PUERTO RICAN (All persons of Puerto Rican culture or origin, regardless of race) ______

      3. OTHER HISPANIC (All persons of Cuban, Dominican, Central American [but not Mexican], South American or other Spanish culture or origin, regardless of race) ______

   d. ASIAN OR PACIFIC ISLANDER (All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa) ______

   e. AMERICAN INDIAN OR ALASKAN NATIVE (All persons having origins in any of the original peoples of North America) ______

9. (Optional) Educational Background:

(Check the items that apply to you.)

____Less than High School
____Some High School
____High School Diploma
____Some College
____Associate Degree
____Bachelor's Degree
____Master's Degree
____Doctorate

If you had college and/or university training, what was your major field of concentration in your most advanced work?

____

10. TRAINING: You must have had at least three training experiences, formal and/or informal (see below). One course or workshop counts as one training experience.

A. Formal: If you have taken university, college early childhood education/child development courses, please have an official transcript of those courses sent by the institution(s) to the CDA National Credentialing Program.

B. Informal: (The following information is not required if you are having a transcript sent showing at least three formal training experiences.)

Please list up to three workshops and/or training sessions that you have attended. For all those informal experiences listed, enclose a letter(s) or signed statement(s) from your supervisor or the person(s) who conducted the session verifying that you satisfactorily completed the training experience.

TRAINING BACKGROUND: INFORMAL

Subject of Session	Date(s)	Name and Address of Sponsoring Agency
a.		
b.		
c		

11. If you are currently enrolled in a CDA Training Program, give the institution's name and address.

Name:____

Address:____

____

12. AGE: I am at least 16 years old. ____Yes ____No

13. EXPERIENCE: I have had within the last five years at least 600 hours of experience working with children ages three to five in a group setting.

____ Yes ____ No

14. COMMUNICATION SKILLS: I am able to speak, read and write well enough to understand and be understood by others.

____Yes ____No

15. (B/B only) I am able to speak, read and write well enough in both English and Spanish to understand and be understood by others.

____Yes ____No

16. (B/B only) I work in a program where both languages and cultures are used consistently in all program activities.

____Yes ____No

17. ACCESS TO CENTER:

During the assessment process, you must be observed working in the primary caregiver role in a state-approved center with a group of at least eight children. The majority of the children with whom you work must be three through five years of age. Please indicate the center where you have obtained permission for the observations to take place.

Name of Center ______________________ Phone (____)__________
area code

Center Director______________________ Phone (____)__________
area code

Center Address: ______________________________________
Number and Street
____
City State ZIP Code

18. I plan to be assessed in the following type of center (check one):

Head Start_____ day care_____ (public funded)
day care _____ (private funded)
Other preschool (describe)____________________

19. PARENT QUESTIONNAIRES:

You will need one questionnaire for the parents of each child with whom you are substantively involved as a child caregiver.

How many children is this? _____
How many questionnaires will you need in Spanish? _____

20. Please indicate month and year you anticipate being ready for your LAT meeting.

Month Year

21. PLEASE READ AND SIGN THE FOLLOWING:

"I hereby testify that all answers given to all questions on this Application are true to the best of my knowledge. I promise to keep in strictest confidence all personal information that I may acquire during the assessment process. I will share such information only with other members of the LAT or with authorized representatives of the CDA National Credentialing Program. In consideration of granting me a Credential and the attendant right to use the title Child Development Associate, and its abbreviation, CDA, in connection with my name, I do hereby agree to perform the duties of the Child Development Associate to the best of my ability, and to conduct myself in a manner appropriate to the dignity of my profession."

Signature Date

PART TWO: (TO BE FILLED OUT BY ADVISOR)

1. Name (Please Print): ______________________________

2. Address:

____
Number and Street

____
City State ZIP Code

3. Phone: Home: ( ) __________ Office: ( ) __________
area code area code

The CDA National Credentialing Program asks that you provide answers to questions 4,5 and 6 for its records. The information you give will help in the study of assessment teams in efforts to improve the CDA assessment and credentialing system. You have no obligation to give this personal information. Any information given will be kept in strict confidence.

4. (Optional) Ethnic Background:
   a. White (NOT of Hispanic origin, all persons having origins in any of the original peoples of Europe, North Africa or the Middle East) ______
   b. Black (NOT of Hispanic origin, all persons having origins in any of the Black racial groups of Africa) ______
   c. Hispanic (Spanish origin)
      1. MEXICAN (All persons of Mexican culture or origin, regardless of race) ______
      2. PUERTO RICAN (All persons of Puerto Rican culture or origin, regardless of race) ______
      3. OTHER HISPANIC (All persons of Cuban, Dominican, Central American [but not Mexican], South American or other Spanish culture or origin, regardless of race) ______
   d. ASIAN OR PACIFIC ISLANDER (All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa) ______
   e. AMERICAN INDIAN OR ALASKAN NATIVE (All persons having origins in any of the original peoples of North America) ______

5. (Optional) Sex: Male____ Female____

6. (Optional) Date of Birth: ______/______/______
Month Day Year

7. (Optional) Educational Background: (Check the items that apply to you.

____Less than High School
____Some High School
____High School Diploma
____Some College
____Associate Degree
____Bachelor's Degree
____Master's Degree
____Doctorate

If you had college and/or university training, what was your major field of concentration in your most advanced work?

____

____

8. Experience: At a minimum, I have had 600 hours of experience working directly with a group of children ages three to five as their primary caregiver.

_____Yes _____No

How many years of work experience do you have in the child care field? Number of years. __________

Dates Work Situation

____

____

____

____

9. Education Requirement (Check those that apply):

I have a degree in Early Childhood Education or Child Development from an accredited institution:

_____ Yes _____ No

(OR)

I have a minimum of four courses in either field from an accredited institution:

_____ Yes _____ No

(OR)

I have 1200 hours of additional experience to the 600 hours in #8 above with young children ages three to five. At least 600 of these hours were spent working directly with children ages three to five as their primary caregiver, and for another 600 hours I was employed as a supervisor of other caregiving staff.
_____ Yes _____ No

10. Familiarity with Local Situation: I am familiar with local standards and requirements for child care centers serving children ages three to five. I am also aware of the program at the center where the Candidate will be observed by the CDA Rep as well as the needs of the community and its children.

_____ Yes _____ No

11. Conflict of Interest: I am not presently working on an ongoing basis in the room where the Candidate will be observed by the CDA Rep.

_____ True _____ False

12. Communication Skills: I am able to speak, read and write well enough to understand and be understood by others.

_____ Yes _____ No

The next item is only filled out if this is an applicant for the B/B system.

13. I am able to read, speak and write well enough in English and Spanish to understand and be understood by others.

_____ Yes _____ No

14. Please read and sign the following:

"I hereby testify that all answers on this Application are true to the best of my knowledge. I promise to carry out all the responsibilities of an Advisor in a professional manner and to keep in strictest confidence all personal information that I may acquire during the assessment process. I will share such information only with other members of the LAT or with authorized representatives of the CDA National Credentialing Program. I do agree to serve as the Advisor for ________________________ (Applicant's name) and have read and understood the content of this Application."

______________________________ ____________________
Signature Date

PART THREE: (TO BE FILLED OUT BY P/C REPRESENTATIVE)

1. Name (Please Print):

____
Last First Middle

2. Address:

____
Number and Street

____
City State ZIP Code

3. Phone: Home: ( ) __________ Office: ( ) __________
area code area code

The CDA National Credentialing Program asks that you provide answers to questions 4,5,6 and 7 for its records. The information you give will help in the study of assessment teams in efforts to improve the CDA assessment and credentialing system. You have no obligation to give this personal information. Any information given will be kept in strict confidence.

4. (Optional) Ethnic Background:
   a. White (NOT of Hispanic origin, all persons having origins in any of the original peoples of Europe, North Africa, or the Middle East) ________
   b. Black (NOT of Hispanic origin, all persons having origins in any of the Black racial groups of Africa) ________
   c. Hispanic (Spanish origin)
      1. MEXICAN (All persons of Mexican culture or origin, regardless of race) ________
      2. PUERTO RICAN (All persons of Puerto Rican culture or origin, regardless of race) ________
      3. OTHER HISPANIC (All persons of Cuban, Dominican, Central American [but not Mexican], South American or other Spanish culture or origin, regardless of race) ________
   d. ASIAN OR PACIFIC ISLANDER (All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa) ________

e. AMERICAN INDIAN OR ALASKAN NATIVE (All persons having origins in any of the original peoples of North America) ______

5. (Optional) Sex: Male____ Female____

6. (Optional) Date of Birth: ______/______/______
Month Day Year

7. (Optional) Educational Background: Check the items that apply to you.

____Less than High School
____Some High School
____High School Diploma
____Some College
____Associate Degree
____Bachelor's Degree
____Master's Degree
____Doctorate

If you had college and/or university training, what was your major field of concentration in your most advanced work?

____

____

8. (Optional) Experience: How many years of experience do you have in the child care field?
Number of years ____________

Dates Work Situation

____

____

____

____

9. Parental Status: I am or have been a parent or legal guardian of a child five years old or younger.

_____ Yes _____ No

10. Involvement with Center: I have been directly involved within the past two years as a parent or volunteer with the center where the applicant will be observed by the CDA Rep.

_____ Yes _____ No

11. I am not presently employed by either the "umbrella" agency for the center or the center where the applicant will be observed by the CDA Rep.

_____ True _____ False

12. I do not presently have a child in the room where the applicant will be observed by the CDA Rep.

______ Yes ______ No

13. Communication Skills: I am able to speak, read and write well enough to understand and be understood by others.

______ Yes ______ No

The next item is only filled out if this is an applicant for the B/B credential.

14. I am able to read, speak and write well enough in English and Spanish to understand and be understood by others.

______ Yes ______ No

15. Please read and sign the following:

"I hereby testify that all answers on this Application are true to the best of my knowledge. I promise to carry out all the responsibilities of a Parent/Community Representative in a serious manner, and to keep in the strictest confidence all personal information that I may acquire during the assessment process. I will share such information only with other members of the LAT or with authorized representatives of the CDA National Credentialing Program. I do agree to serve as the Parent/Community Representative for ______________________________ and have read and
(Applicant's name)
understood the content of this Application."

______________________________ ______________________
Signature Date

PART FOUR: (TO BE FILLED OUT BY CENTER DIRECTOR FOR THE CENTER WHERE YOU WILL BE OBSERVED WORKING WITH CHILDREN)

I understand the requirements of the CDA Credential Award System, and as ______________________________
Title
of ____________________________, I hereby grant permission
Name of Center
for ___________________________________ to go through the
Name of Applicant
CDA assessment system and to be observed in this center by the CDA National Credentialing Program assessment team.

________________________________ Signature of Center Director	____________________ Date
________________________________ Name (Please Print)	(______) ____________ area code work phone

Is there a requirement in your state or locality that your child care center be licensed, approved or registered?

______ Yes ______ No

If there is such a requirement, does your center meet it?

______ Yes ______ No

If no, please explain.

____

____

____

____

____

Fee Received __________
Center Closing Date __________

APPENDIX B

THE CHILD DEVELOPMENT ASSOCIATE

READINESS NOTIFICATION FORM

Candidate's Name (Please print or type) ______________________ Candidate Number ______________

Address ____

Phone Number: ______________ (area code ______) ______________ Social Security Number ______________________

CANDIDATE'S VERIFICATION: (The Candidate must check each step s/he has completed and sign in the proper place.)

I am a Candidate for the CDA Credential. I have:

- ☐ been observed by my Advisor at least three times in each Functional Area;
- ☐ been observed by my Parent/Community Representative;
- ☐ prepared a Portfolio of my work with the children in my room in accordance with the Portfolio Requirements in the Application Book;
- ☐ insured that at least 8 children, the majority of whom are age 3 to 5, will be present during my assessment;
- ☐ verified that all required forms have been properly filled out by each LAT member;
- ☐ a $20 fee is enclosed or was previously paid by check or money order number ______________ dated ______________.

I am now ready for the visit of a CDA Rep.

______________________________ ______________________
Signature of Candidate Date

ADVISOR'S VERIFICATION: (The Advisor must check each step s/he has completed and sign in the proper place.)

I am serving as Advisor for the above Candidate for the CDA Credential.
I have:

☐ had a professional relationship with the Candidate for at least 12 weeks;

☐ visited the Candidate's room;

☐ observed her/him working with children at least three times in each Functional Area;

☐ filled out the Advisor's Report on Candidate Form;

☐ I realize that I must participate in the LAT meeting which will last at least three hours. I will have input into the scheduling of the meeting.

Signature of Advisor ____________________ Date ____________________

Phone numbers: work ( ) area code ____________ home ( ) area code ____________

PARENT/COMMUNITY REPRESENTATIVE'S VERIFICATION: (The Parent/Community Representative must check each step s/he has completed and sign in the proper place.)

I am serving as the Parent/Community Representative for this Candidate (name on other side) for the CDA Credential. I have:

☐ contacted at least one parent of each of the children in the Candidate's room, to have them fill out a Parent Opinion Questionnaire;

☐ seen that the questionnaires have been completed, wherever possible;

☐ an explanation for any Parent Opinion Questionnaires that were not returned;

☐ filled out the Summary of Parent Opinions summarizing the individual questionnaires;

☐ observed the Candidate working with the children in her/his group;

☐ filled out the Parent/Community Representative's Observation Form, based upon my observation of the Candidate;

☐ I realize that I must participate in the LAT meeting which will take at least three hours. I will have input into the scheduling of the meeting.

Signature of Parent/Community Representative ____________________ Date ____________________

Phone numbers: work (area code ____) ____________ home (area code ____) ____________

NOTE TO CANDIDATE:

When this form has been completed by you, your Advisor and your Parent/Community Representative, send it, along with a $20 check or money order for your assessment fee, to the CDA National Credentialing Program, in the envelope provided.

After receiving these, the CDA National Credentialing Program will assign one of its CDA Representatives to join your assessment team. The CDA Representative will contact you and the other members of your assessment team to make the necessary arrangements for the completion of your assessment.

NATIONAL CREDENTIALING PROGRAM
CDA

1341 G Street, N.W.
Suite 802
Washington, D.C. 20005
202-638-0656
800-424-4310

BAN
STRE
COLLEGE
EDUCAT

CDA P/C REP'S LAT PACKET

Dear Parent/Community Representative:

Thank you for agreeing to serve as the P/C Rep on the Local Assessment Team (LAT) of this Candidate for the Child Development Associate Credential. We are grateful for your willingness to give time and effort to this activity. It will not only benefit the Candidate seeking the Credential, but the children with whom s/he works as well.

This packet will provide you the materials you need to carry out your important role on the LAT. It contains the:

- Bank Street College CDA Update Letter;
- P/C Rep's LAT Book;
- Letters to Parents;
- Parent Questionnaires; and the
- Parents Ask, CDA Answers.

The Update Letter will provide you with updated information about the current status of CDA assessment and credentialing activities. The P/C Rep's LAT Book will provide you with instructions on how to carry out your responsibilities as a P/C Rep and how to use the Letters to Parent, Parent Questionnaires, Summary of Parent Opinions and P/C Rep Observation Form. Use your checklist (Appendix B) to make sure that you complete all your activities. The booklet, Parents Ask, CDA Answers has been included to help you answer questions parents might have about CDA.

When you have completed your observation and recorded the opinions of the parents on the Summary of Parent Opinions, it will be necessary for you to sign the Candidate's Readiness Form. This form is mailed to our office by the Candidate.

Thank you again for your participation in this assessment.

Sincerely,

Robert C. Granger

Robert C. Granger, Ed.D.
Executive Director

yy/RCG
Enclosures: as stated

APPENDIX F
THE CHILD DEVELOPMENT ASSOCIATE LOCAL ASSESSMENT TEAM LETTER TO PARENT

Dear Parent:

________________________________, who works with your
(Name of Candidate)

child at ____,
(Name of Center)

has applied for the Child Development Associate (CDA) Credential. S/he has asked me to be part of a team that collects information about her/his work with children. This credential is awarded by the CDA National Credentialing Program. The CDA National Credentialing Program is located in Washington, D.C. Its aim is to make sure that young children receive quality care in centers like ours where a majority of the children are from three to five years of age. The CDA National Credentialing Program hopes to accomplish this by ensuring that adults working with children of this age are qualified.

You, as a parent, play an important role in the growth and development of your child. The CDA National Credentialing Program feels that parents can provide valuable information to help ensure that their children receive quality care. You can do this by telling how you feel about the skills of the adults who work with your child.

The parents of all the children in your child's group are being asked to fill out the questionnaire which I have included with this letter. The director of your child's center has approved this activity. Your answers will be confidential. Please do not sign your name to the questionnaire.

I would be grateful if you would return the completed questionnaire to me by __________________________.
(Date)

Thank you so much for your help.

Sincerely yours,

Parent/Community Representative

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services

APPENDIX E
THE CHILD DEVELOPMENT ASSOCIATE LOCAL ASSESSMENT TEAM PARENT OPINION QUESTIONNAIRE

Name of Candidate ____________________

Center ____________________

Date ____________________

1. Have you ever met the Candidate? Yes ____ No ____
2. If you have met the Candidate, how well would you say you know her/him?
   Very well ____ Not well ____ Not at all ____
3. How long has the Candidate worked with your child?
   Less than 6 months ____ 6 months to 1 year ____
   1 to 2 years ____ Longer ____ Don't know ____
4. Do you think your child is happy in the Candidate's room?
   Yes ____ No ____
   Please explain: ____________________
   ____
   ____
5. Does your child talk about the Candidate? Yes ____ No ____
6. Are your child's comments about the Candidate favorable? ____ unfavorable? ____
7. As a parent, are you happy that your child is in the Candidate's room? Yes ____ No ____
   Please give a reason for your answer: ____________________
   ____
   ____
8. What do you especially like about the way the Candidate treats your child? ____________________
   ____
   ____

9. Is there anything that you would like to see changed in her/ his treatment of your child? Yes ____ No____

If yes, please tell what that is: ____________________

____

____

10. Have you changed your way of treating your child, in any way, because of what the Candidate does? Yes ____ No ____

If yes, please describe how you've changed: ____________

____

____

11. Has the Candidate invited you to visit your child's room? Yes ____ No ____

12. Have you ever visited your child's room while the Candidate was working with the group? Yes ____ No ____

If yes, please describe some things you saw: ____________

____

____

13. How often have you seen the Candidate working with your child's group of children?

Many times ____ A few times ____ Once or twice ____
Not at all ____

14. Have you seen the Candidate doing or saying anything that would help your child feel good about her/his ethnic group and culture (race, language, community, etc.)? Yes ____ No ____

Please describe: ____________________________

____

____

15. Have you seen the Candidate doing or saying anything that would help your child to be better aware of ethnic groups and cultures other than her/his own? Yes ____ No ____

Please describe: ____________________________

____

____

16. What language do you use most often when speaking with your child at home? ______________________________

17. As far as you know, what language does the Candidate use most often when speaking with your child at the center? (such as English, Spanish) ______________________________

18. What language do you want the Candidate to use in speaking with your child at the center? ______________________________

19. What language does the Candidate use most often in speaking with you? ______________________________

20. What language would you like the Candidate to use in speaking with you? ______________________________

21. Are there other ways in which you have contact with the Candidate, other than visits to your child's room?

    Visits to your home ____ Phone calls ____
    Meetings at the center ____ Letters or notes ____

22. How often during the year have you and the Candidate shared information about your child and her/his work?

    Daily ____ Weekly ____ Monthly ____ Once a year ____ Twice a year ____ Never ____

23. If you were worried or concerned about your child or about something going on in her/his room, would you feel free to talk it over with the Candidate? Yes ____ No ____

    Why or why not? ______________________________

    ____

    ____

24. Does the center provide any social, educational or training activities for parents? Yes ____ No ____

    What kinds? ______________________________

    ____

    ____

25. Does the Candidate participate in these activities?
    Yes ____ No ____

    How? ______________________________

    ____

    ____